

# The School Journal.

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## THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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### CONTENTS OF THIS NUMBER.

EDITORIAL.....	Page. 387	Don't Leave the Farm.....	393
Primary Language Lesson.....	388	EDUC. MISCELLANY.	
From the Subjective to the Objective.....	389	Drawing a Language.....	393
Educational Legs.....	389	Answers to Live Questions.....	393
THE SCHOOL-ROOM.		Selections for Written Reproductions.....	394
The Jester Condemned.....	390	Winter.....	394
The A B C of Number.....	390	The Grammar Lesson Plan.....	394
Principles.....	390	Live Questions.....	394
History.....	391	FOR THE SCHOLARS.	
Clay Modeling.....	391	Potatoes and the Man Old.....	395
An Historical Sketch.....	391	Golden Thoughts.....	395
Lesson in Zoology.....	391	Nosworthy Events and Facts.....	395
Things to Tell the Scholars.....	391	New York City.....	395
Injury Done by Alcohol.....	392	Outline Work for Mind Class.....	395
TABLE TALK.....	392	BOOK DEPT.	
LETTERS.....	392	New Books.....	396
EDUCATIONAL NOTES.....	393		

New York, December 27, 1884.

YEARS conquer when force fails.

E. P. DAY.

THE mere lapse of years is not life.

MARTINEAU.

TEN thousand yesterdays are not worth one to-day.

S. WOODWORTH.

THY to-day is thy future; thy to-morrow is a secret.

RABBI SIMON.

HE who knows most grieves most for wasted time.

DANTE.

NAY man can tether time or tide;

The hour approaches—Tam maun ride.

BURNS.

WE come to you this week while you are in the midst of holiday festivities; perhaps so busy you hardly notice our presence. But if in your joy you find in us anything to increase it; we rejoice with you. Now is a time of peace and good will. Let merriment abound. Let love and good cheer be in every heart. It is a time when care and trouble should be banished, and the most unselfish thoughts, generous deeds, bright faces, kindest wishes be brought in.

It is especially suitable for teachers to celebrate the advent of the most notable child of the ages. Their work is with children, and here is one who in his manhood exalted childhood to the highest place in his religion; and none have followed Him more closely than the immortal masters of modern education, Pestalozzi and Froebel.

### HAPPY NEW YEAR!

"Ring out the old, ring in the new;

Ring, happy bells, across the snow;

The year is going; let him go;

Ring out the false; ring in the true!

Ring in the valiant man and free,  
The larger heart, the kindlier hand;  
Ring out the darkness of our land;  
Ring in the Christ that is to be."—TENNYSON.

IF we spent half as much time in improving the good as we do in proving the bad things good, the world would grow better faster than it does. To hear some men talk one might believe that whiskey and gambling are the greatest blessings the world has yet received, especially the whiskey. It would seem to be a prime necessity. The same policy is observed in reference to the old and new education. It is not uncommon to hear arguments proving—first, the new, a humbug; secondly, there is no new education; and, thirdly, that whatever there is in it that is good, is old.

"We cannot enjoy a thing for which we are not grateful, nor be thankful over a thing giving no joy."

"We often find more joy in the poor in an almshouse than in some old people who have toiled all their days to keep out of the almshouse."

"All gifts are for our enjoyment."

OUR State meetings will succeed in doing the cause of education some good if they will set themselves seriously and earnestly about the task. An educational reform has been undertaken, and it is greatly to the interest of all teachers that it should be carried forward; but in directing the movement, it is all important that there should be thought first, and then system, method, and wisdom, but above all there must be courage to express honest conviction. Differences spring up; it is well they do. An honest, intellectual protestant is a very God-send to any association. Let him talk. If he has mind in his talk and reason in his mind he will hurt nobody. There is as much difference between a brainless fault-finder and a brainful objector as between a troublesome flea and an obtrusive elephant. The ways of a genuine reformer are not always practicable, but they are always useful. We haven't reached perfection, but very imperfect men are mightily helping it along.

PERIODICALLY somebody finds out that education is about the worst curse inflicted upon the people of this nation. Just now Mr. George R. Stetson, of Boston, has discovered that in the State of Massachusetts, in the year 1850, there were more than double the arrests for crime that there were in 1850, according to the population of the two periods; therefore, "our schools and intellectual development do not diminish crime, but it increases rapidly under their tuition." The quotation is from the Boston correspondent of the *Christian Union*. This gentleman proceeds to say that

"Our schools quicken and develop the intellects of the young; they do not, except incidentally, deal much with ethics. The greatest need now is for the education in morality and a good conscience. This is a

question, too, that the pulpits must grapple with. The ethical forces of the Gospel need to be sent, as from a divine reservoir, into the schools and homes and shops and streets."

To all of which we beg leave to say:

1. Figures are the most unreliable things on earth. They have been made to prove almost everything.

How does Mr. Stetson know that double the arrests were made in 1880 than in 1850, according to population. In a recent conversation with a leading physician in this city he assured us that the statistics of causes of death, as reported in this city in official papers, were entirely unreliable. He had proof positive to that effect. Might not the statistics of arrests in Massachusetts in 1850 be also unreliable? The utmost care should be used in obtaining facts, when based upon them the crime of the country is to be charged up to the account of the schools. If crime not only increases "under the tuition of the schools," but "rapidly" increases, then every school door should be closed to-morrow by the verdict of the courts. They constitute centres of moral miasma, more potent for harm than the holy well at Mecca or the streets of Bagdad, for they set in motion causes that destroy only human lives, but these pestilential schools are starting increasing waves of immorality.

2. All schools deal directly with questions of right and wrong. During the interval between 1850 and 1880 our schools have been growing better. Especially is this the case in the Old Bay State. Did Horace Mann labor in vain?

It is impossible to train the intellect without also educating the moral character and the will. Idleness, inattention, tardiness, untidiness, lying, stealing, and immorality, are as much as possible kept out of all schools in civilized communities. A conscientious obtaining of lessons educates the conscience. A determination to conquer difficulties educates the will. A cheerful regard for teachers educates the sympathy.

Reform in our schools consists, not in forcing more of the pulpit or formal Gospel into them, but in removing from them the fearful incubus of grade and examination grind. Let the freedom of the individual teacher be equal to that of the individual minister, or lawyer, or doctor; let her be at liberty to impress herself upon her pupil, and follow the dictates of her own judgment in classification and examination, and a mighty reform will be completed.

It is far better to free a person unjustly accused than preach the Gospel to him. Freeing is glad tidings in action. It is well to say, in well-rounded periods, that the "ethical forces of the Gospel need to be sent, as from a divine reservoir, into the schools;" but it would be far better to unloose the heavy burdens and let the oppressed go free; to proclaim the glad year of liberty to teachers to do their divinely appointed work to the tens of thousands under their care.



DR. LOUIS SOLDAN, of St. Louis, recently made us a call. He has been East making arrangements for the next meeting of the National Association, of which he is President.

It will be noticed that the series of articles on "Temperance Physiology," commence this week. By a mistake in making up the last JOURNAL they were omitted.

DR. SAMUEL ELIOT, lately superintendent of city schools, and General Francis A. Walker, President of the Massachusetts Institute of Technology, have recently been chosen members of the Boston School Committee. No ladies were elected.

THE Kansas State Teachers' Association will hold its twenty-fifth session in Topeka, Dec. 29, 30 and 31. A. R. Taylor, President; H. C. Speer, Chairman Executive Committee. The Kansas public school system is among the best in our country. Teachers there are wide awake, and their enterprise not excelled by any one of our older States.

It is a matter of great importance that General Eaton should be retained as Secretary of the Bureau of Education, and the office now and forever removed from the arena of politics. We know that this is the decided opinion of many leading Democrats and Republicans in all parts of our country.

Co. Supt. J. L. Lusk, of Binghamton, N. Y., says that: "New York city paid for teachers' wages a lower rate than the average in 21 cities, less than was paid in any one of sixteen, about one-half of the rate paid in the villages and in the cities of Binghamton, Cohoes, Long Island City, Schenectady, Troy, and 32 per cent. less than in Elmira. For all school purposes, New York city paid less than the average rate in all the cities; less than any one of eighteen, and about half the rate paid in the villages, and in Binghamton, Cohoes, Long Island City, and Troy.

THE large central building of the Wellsville, N. Y., Graded School was recently found to be on fire, at a time when the entire house was filled with students. Owing to the excellent drill of Supt. J. L. Burritt, all the pupils left the building in an orderly manner. Although all the pupils upstairs knew that it was not a false alarm—for the halls were filled with a dense smoke—they left the building in as perfect order as at the regular time of closing.

At the very first two of the older boys were sent to bring the firemen, and three sharp strokes of the bell were given before a single scholar was permitted to leave the rooms. Before aid arrived, all the pupils were safely removed. The result was the building was saved with slight damage and not the slightest harm done to the smallest child. The discipline of Supt. Burritt saved valuable lives and preserved much property. This is a lesson that should be heeded by thousands of schools in all parts of our land.

THE schools of Harper, Kansas, seem to be in excellent condition, judging from their Course of Study, recently sent us by Supt. E. L. Cowdrick and Sec. A. Cannott. The following are a few excellent hints. They show what they are doing today:

All faults in language are corrected, and pupils taught to ask properly for what they want.

Pupils are taught to answer every question in a complete sentence.

The lessons of the reader are made the topic of familiar conversation.

Oral lessons on time, direction, distance, domestic animals, home productions, occupations, morals, manners, etc., each day.

The pupils are led to form simple phrases and sentences, special attention being given to distinctness of utterance and naturalness of expression.

Lessons are READ, not spelled.

Pupils are instructed in map drawing during an entire year.

Geographical boards are used and pupils taught to construct relief maps thereon.

Daily drill in sentence building. Short compositions and letter writing twice each week.

During recitations the best scholars are not called on to the exclusion of the less fortunate.

The timid are encouraged, the impetuous put under proper restraint, and each one taught how to think, what to say, how to say, and when to stop.

Profanity and rough, vulgar language is absolutely prohibited in the school buildings or on the school premises, and any pupil persisting therein is debarred from the privileges of the school. No tobacco is to be used in the school buildings.

Supt. H. S. Bowers, of Nebraska, has issued a very important circular in reference to good reading. He says with great truth:

"The importance of home reading for the children is so great that I cannot neglect any opportunity for pressing the matter in every part of the county. In some families the regular reading of an appropriate paper will be worth more to the children than all that they derive from the winter school. If we succeed in establishing a taste for elevating, instructive literature, we shall do much for the coming generation. The gigantic, ominous evil of debasing and frivolous literature, can only be met with an abundance of reading matter, pure and strengthening. Many parents are careless of this subject, and many are incapable of seeing its importance. I believe it to be the plain duty of teachers, if not as teachers, then as citizens, to take hold of this mighty problem, and to put the children of to-day into the way of becoming the useful, intelligent, and respectable men and women of the next generation. Upon a child's reading depends in a great measure his associations, his thoughts, his ambitions, his life. Seeing this, must it not be said that we are recreant to the trusts committed to our hands if we fail to press this matter in every possible manner?"

No words could be more opportune. They follow, as an excellent comment, the article of Dr. Northrop, recently published in the JOURNAL, and the very carefully selected list of books, compiled by Mr. Dwight Holbrook, of Clinton, Conn. If all superintendents would take hold of this matter with the earnestness and business tact exhibited by Supt. Bowers, much of the vile literature now flooding the country would be crushed under the weight of an overwhelming public opinion.

THE following hints, by Supt. A. W. Fredericks, Preston Co., W. Va., contain many excellent suggestions:

Pupils should read the best literature, and the best newspapers should be encouraged by the teacher.

Spelling should be taught with a strict regard to the manner of using it in life. "Spelling schools," so called, should be discouraged.

A disposition on the part of many pupils to give Arithmetic more attention than any other branch of equal importance should be guarded against.

No branch of our common schools is more sadly neglected than that of language or grammar. Begin the first day the child enters the school to teach the correct use of the English language, and so continue throughout the course.

Teachers are charged with the moral and mannerly training of the youth, and should use every means calculated to impress on the minds of the pupils the love of country and humanity, sobriety, chastity, and temperance.

The learner has more right to use a book in class than the teacher.

Begin promptly.

Use call-bell to summon classes to recite, or give commands like "Rise!" "Pass!" "Seated!" and if classes are very large, summon girls and boys separately.

Prohibit the snapping of fingers, pencil-tapping, or other disorderly noises which divert the attention of the school. Discourage oral requests. Have pupils indicate by holding up a book or slate obliquely, horizontally or vertically, the wish to retire, to change places, or to speak; or by some other silent signals. Pupils of higher grades might be required to present requests properly written.

No entertainment should be given at the close of school other than the final examination at day-time. Defer such entertainment at least two weeks after school closes, in order to give pupils time for preparation.

Arrange before closing school to have Arbor Day properly observed.

Meet your pupils for reviews and recitations once in two weeks throughout the months of vacation.

Correct teaching must aim at the highest attainable expression of thought. It must never lose sight of intelligence, discipline and culture, the three essentials of an educated mind. And it must always seek the ultimate perfection of character, social, moral and religious.

For the SCHOOL JOURNAL.

## PRIMARY LANGUAGE LESSONS.

### NORMAL TEACHING.

Notes of lectures given before the Primary Teachers of New York City, Nov. 25 and Dec. 2, 1884.

By ASST. Supt. N. A. CALKINS.

### No. II.

[These lectures were delivered at the request of the Primary Principals' Association of this city. For want of time when delivered, many points could not be treated as thoroughly as is desirable. The whole matter has been carefully revised by Supt. Calkins, and is here presented in a manner so full of suggestions and thought as to be of great value. We heartily commend what is here said to the careful attention of superintendents and primary teachers. No one has a better right to speak with authority.—EDITORS.]

Learning to read generally consumes more of the children's time than any other subject of school instruction. Much time is wasted in attempting to teach reading without adapting and connecting its lessons with the children's *vocal language*. The exercises for teaching reading should be made a series of *language lessons*.

Let us consider briefly, some of the conditions of American children when they enter the lowest class of the primary school, and also the means for teaching reading that are adapted to those conditions, and thereby observe the relations between learning to read and language lessons.

There are *two distinct stages* in learning to read.

**FIRST STAGE.**—To the first stage belongs the *learning to recognize by sight*, and to *pronounce by seeing*, words that are known both by hearing and by the pupil's own use of them, as single words, and as groups in familiar phrases, and in short sentences.

**SECOND STAGE.**—To the second stage belongs the *learning to ascertain the meaning*, or the thought represented by words, already *known by use and by sight*, when these words are combined in phrases, or in sentences not familiar to the pupils; and the learning to discover the meaning of *unfamiliar words*, chiefly by means of their association with, and their relation to the *known words* in the same sentence.

The *first stage* in reading belongs especially to the first year in the Primary School.

The *second stage* in learning to read may begin during the first year, extend through the Primary School, and, broadening as it advances, embrace the chief means for learning to read in Grammar Schools.

Each stage in learning requires methods of instruction adapted to the matter to be learned, to the conditions of the pupils, to the differing processes of learning, and to the purposes to be attained during each respective period; and prominent among these purposes is the *use of language*.

Let us now consider some of the conditions of the learner during the first stage.

The *child's first use of spoken language* is the *uttering of simple words*. He already knows the thing or thought for which the uttered word is a *vocal sign*. He does not know the word as a *visible sign*. His *first reading lesson* should present the *visible word* to be learned by sight. The child knows at this stage many *vocal signs*; he should be taught the *visible signs* of several of them, that he may clearly perceive the *relations between things, their vocal signs, and their visible signs*.

Words that are names of familiar things should be taught first, and these words should not be limited to such as are composed of only two or three letters. The children will learn the words *cake, bread, milk, chair, slate*, and even *dinner and breakfast*, which represent well-known things and thoughts, more readily than they learn *can, ran, tan, cot, not, lot, let, met, pet*, which represent to them sounds, chiefly, with little or no association with things and thoughts.

At an early age the child learns to use words in groups for making known his wants. Experience leads him to use a greater number of words in each group, to express his wants with more definiteness. He also soon learns to use language to tell about what he sees and hears.

That which the child thus knows concerning language represents his condition for learning to read; and this should be not only the starting



point, but a part of the means for teaching him to read during the first stage.

The processes of teaching should follow child-nature—beginning with single words, but even during the first two months in school the *visible signs* of several of the child's familiar phrases and short sentences should be taught him. After the first two months in school many of the new lessons may begin with a familiar group of words, or with a short sentence, and the *individual words* of the sentence be taught by aid of the known group of words.

The *second stage* of learning to read embraces new conditions. Instead of the child's attention being chiefly occupied with learning the *visible signs of his familiar vocal words and sentences*, as in the first stage, special attention must now be directed to the thoughts represented by his *known words*, as they are presented to him in *new groups*. And also as unfamiliar words occur in new sentences their meaning must be made clear to the pupil's understanding, and special exercises given for leading him to discover the thoughts thus represented.

As one of the methods of teaching reading during the early lessons in this stage, the pupils should be requested to find the *unfamiliar words*, and to pronounce them with their appropriate groups of words.

If the sentences to be read are—"I once had a tame squirrel. He was a great favorite." The teacher might ask, "Which is the hard word in the first line?" If the answer be, "The last word," the teacher may pronounce the word *squirrel*, and require several pupils to pronounce it; then request that the word before it be read with it by several pupils (tame squirrel.) Next, request that the first three words be spoken together, "I once had;" then the next two words, "tame squirrel." Finally, require several pupils to read the whole sentence, "I once had a tame squirrel," in a proper manner. Proceed in a similar way with the next sentence, requiring the pupils to find the hard words, to read the word before it with it; then requesting several pupils to read the entire sentence. Other methods may be used for the same purpose.

Training pupils to discover the thought represented in a group of words, or in the sentence, is a matter of first importance in teaching reading during the second stage. Probably some of you would like to ask, now—Should the discovery of the thought of the sentence be made by means of *vocal reading* or by *silent reading*? Before answering this question let me inquire, How does the pupil obtain his knowledge of language? Is it by *hearing* alone? Is it by *sight* alone? Is it by means of *sight and hearing combined*? Does the *ear* aid the mind in obtaining clearer and more definite ideas of written language when it is read aloud? Should we not use *two of the senses* in all cases where it is practicable in teaching?

In reply to the inquiry, How should the pupil first discover the thought of the sentence to be read? I answer:

1st. By means of the *sight*—by silent reading.

2d. By means of the *hearing*—by vocal reading. The thoughts are made clearer and more positive by proper vocal reading.

*Silent reading is an important means for teaching.*

*Vocal reading is an indispensable means of teaching.*

Those who attempt to teach reading by *imitation*, chiefly, use a bad method—one which causes the pupils to lean upon the teacher, and leaves them without the power to help themselves in new lessons. *Imitation* in teaching reading should be used for purposes of *illustration*, and for the development of good standards as to the manner of utterance in vocal reading; but even for this purpose it may be used to excess.

An experience of many years in observing the conditions and needs of thousands of children in primary schools, has led to firmer convictions and broader views in matters of education. The educational needs of children differ; the modes of teaching them should differ accordingly. The laws

of development and principles of education remain the same—the true guides for determining what methods are proper in each case. Ability to determine the real wants of a given class of pupils, and what exercises are adapted to supply them, are qualifications indispensable to real success in teaching. While the methods used are made to fit the true needs of those to be taught, good results in education will be accomplished. I care but little whether *print* or *script* letter be used *first* in teaching reading, *both should be used*.

The most successful teachers are not those who confine themselves to a *single method*; nor are they those who use methods indiscriminately. So long as the minds of children differ in their development, and in capacity, or ability to learn, there will be need for the use of many modes of teaching each subject. The greatest success generally attends a judicious and alternate use of differing modes of teaching, each having a special reference to some discovered want in the pupils.

For the SCHOOL JOURNAL.

#### FROM THE SUBJECTIVE TO THE CONCEPTIVE.

##### MIND ARTICLE.—XV.

Seeing with the eyes shut what has never been seen with the eyes open is the great object to be reached in our schools. How can this be? You have never been to China, but you can see that country, if you have studied geography properly, with great correctness. If you have learned only the maps, with its black lines and colored surfaces, you cannot see the real China, only the map of it.

The great object of sense training is to enable the learner to SEE, HEAR, FEEL, TASTE, AND SMELL IN HIS MIND, AS A RESULT OF SENSE IMPRESSIONS. In other words, TO USE HIS MIND. For example: there is a kind of so-called geography in our schools, that is not geography at all, for it leaves no real impressions. It consists only in memorizing names and figures. The true learning of geography familiarizes pupils with the entire world, so that they can travel in imagination over it, even though they have never been ten miles from home. What is true of geography is also true of history. This study is nothing but a series of picture impressions. We see Alexander the Great, Marathon, Thermopole, Waterloo, Saratoga. The vividness of these thoughts is just in proportion to the value of the history studied.

In connection with this subject, we quote the words of Prin. Geo. P. Brown, of Indiana, as exactly to the point. He says:

"The teacher must recognize the fact that the learning of a descriptive lesson consists, essentially, in the development of a mental picture in the mind of the pupil; and that the merit of the teaching will be exactly proportioned to the clearness and sharpness of outline which this picture presents. He must also see that the teaching of the explanatory portions of a lesson consists essentially in causing the pupil to apprehend relations between ideas, and that those relations are chiefly those of cause and effect.

"He must test his pupils—not simply to ascertain whether they can repeat the words of the lesson, but to ascertain whether their mental picture of things described, and their understanding of things explained, are accurate."

In what way can teachers succeed in reaching such results is the great question before mind students to-day.

1. The memory must not directly be cultivated; in other words, the aim of the teacher must not be to stock the mind with useful facts, in store for the possible contingencies of life, *but to get it in shape to do the thinking of life*. Memory grows strong as other faculties grow strong. Without strength in other directions there is no strength of memory.

2. Effort on the part of the child must be voluntary. Pleasure must be associated with the exertions of the learner. It is a fundamental principle in mind culture, that all real growth is voluntary activity. Pleasure that comes from success is the purest, next to religion, that we experience; it is also the most beneficial.

3. The habit of associating similars and discrim-

inating dissimilars is very important. This requires much thought when properly done. It is almost the first lesson in early life and the last in old age. From it comes most important results.

4. The power of drawing correct conclusions and judgments is necessary. This is essential.

Now let us see where we are.

Suppose a student has been trained:

To think for himself; in other words, to see things correctly;

To act voluntarily;

To associate similars and discriminate dissimilars;

To draw correct judgments;

What next? *He will undoubtedly have clear and correct conceptions*. This is as certain as cause and effect.

Why has a certain person wrong conceptions of his surroundings?

1. Because he has no power of independent thought. He doesn't see things correctly. He doesn't do his own thinking. *Somebody tells him; he believes and acts*.

2. Because he doesn't act voluntarily. He is led by others. He follows and gets into trouble he cannot get out of.

3. He cannot associate two or three actions and from them conclude, but he acts on the spur of the moment from the first evidence that comes to him.

4. He has no power of calm judgment.

Such a person will be a slave, not a master—a follower, not a leader. The more we study the mind, the clearer we see the fact that all true education proceeds from the known—what is seen, heard and felt and tasted—by successive steps to what is conceived to be seen, heard, felt and tasted. When these conceptions are clear and correct, and we are able to express them so as to convey correct ideas to others, we have a good education. A mental machine in good working order is what we want. To make it as nearly perfect as possible is the work of the teacher.

For the SCHOOL JOURNAL.

#### EDUCATIONAL LEGS.

SUPT. H. S. JONES.—Erie, Pa.

One evening I was showing a group of little children how easy it was to sketch a pig, by beginning with the outline of a watermelon with its curled stem, and ending with a slight modification of the end opposite the "curl," to show mouth, eye and ear. "There," said I, "don't that look like a pig?" My little four-year-old laughingly answered: "O, papa! The pig hasn't any legs! He can't run a bit. Make him some legs, real running legs." Children like to see things *go*; they have a keen intellectual relish for a state of affairs that is the opposite of inertia and grinding routine. They call with pleading voice for methods and management that have legs—running legs.

The popularity and force of the "new education" have their source in *doing* things instead of *talking* about them; in setting things in motion instead of lulling them to rest. The so-called new education is "new" principally in this, that it has given standing and running legs to principles and methods that were generally accepted, but allowed to lie sleeping or standing in a corner. The prodigal son did not say, "I will arise and think about going to my Father," but, "I will arise and go to my Father." The aroused interest in education speaks in eloquent, persuasive tones to teachers to "arise and go."

Teaching is an art; something is to be done; a mountain of theory of itself is of no account; theory must be yoked with skilled execution. Schools with legless teachers training children to be more or less like themselves are far too common; and the country's little ones are crying out daily, "Give them legs, real running legs!" And may the educational sentiment soon be so all-powerful as to be able to perform what may seem a miracle upon the sitting, standing guides of our dear little ones.

In the recent notice of the grammar by Prof. F. V. Irish, we omitted to mention that he may be addressed at Lima, Ohio.



## THE SCHOOL-ROOM.

## THE JESTER CONDEMNED.

(FOR DECLAMATION.)

One of the kings of Scanderoon,  
A royal jester,  
Had in his train a gross buffoon,  
Who used to pester  
The court with tricks inopportune,  
Venting on the highest folks his  
Sourvy pleasantries and hoaxes.  
It needs some sense to play the fool,  
Which wholesome rule  
Occurred not to our jackanapes,  
Who consequently found his freaks,  
Led to innumerable scrapes,  
And quite as many kicks and tweaks  
Which only seemed to make him faster  
Try the patience of his master.  
Some sin at last, beyond all measure,  
Incurred the desperate displeasure  
Of his serene and raging Highness;  
Whether he twitched his most reverend  
And sacred beard,  
Or had intruded on the shyness  
Of the seraglio, or let fly  
An epigram at royalty,  
None knows: his sin was an occult one;  
But record tell us that the Sultan  
Meaning to terrify the knave,  
Exclaimed, "'Tis time to stop that breath:  
Thy doom is sealed;—presumptuous slave!  
Thou stand'st condemned to certain death.  
Silence, base rebel!—no replying  
But such is my indulgence still,  
That, of my own free grace and will,  
I leave to thee the mode of dying."

For the SCHOOL JOURNAL.

## THE A. B. C. OF NUMBER.—NO. II.

By MISS E. M. REED, New Haven Conn.  
(See December 6.)

When a perception of the number has been gained we analyze it. I say: "We shall find some other number in four if we will look at it. Who sees it?" Three is the number usually found at this suggestion. I say: "Take it away and see what number is left. Put back the three with the one and tell me what number you see. Who finds another number in four?" Two is the number found this time. Take it away and tell me what is left. Put the two you took away with the two that is left, what number is formed? Take away the smallest number you see in four. How many are left. Put the one with three. What is formed? Take four away and tell me what you see. Separate the one-blocks from one another. How many one-blocks do you find? Separate the twos from each other. How many twos do you find? Who will show me all by himself one thing we found out about four. Who will show me another, another?"

The facts in the number having been found viz:  $3+1$ ,  $4-1$ ,  $4-3$ ,  $2+2$ ,  $4-2$ ,  $2 \times 2$ ,  $4 \div 2$ ,  $4-4$ ,  $4 \div 1$ ,  $4 \times 1$ , we are to repeat each until it is fixed in the mind. Seeing the fact helps to fix it. Hearing about the fact helps to fix it. Giving for ones self problems whose conditions fit the fact helps to fix it: so we employ all these ways and are able to secure quick, bright, and accurate answers from all. Example making becomes easy when the child has before him the objects about which to talk. One tells me of his horses, another of his tops, another of his tubs, another of her dolls. When the child's imagination suggests objects about which to talk, I give him blocks and let him call them what he wishes. He calls them barrels, elephants, lions, tigers, torches, guns, banners, and tells his story to fit his subject. When the work with objects has been carried far enough I remove them and ask for a story.

In the presentation of any fact my first questions relate to the objects before the children; my second to objects represented by blocks and my final questions to objects without representation.

When one fact has been taught I take the next in order and present it in a similar way. One fact at a time and only one, not a half dozen nor even

two, but just one new fact together with review at each lesson. This is the secret of success in teaching facts. It does not lie in the first presentation, however clear that may be, but the fact must be recalled until the memory can call it up at any time without effort. Then it is known.

The last point in teaching a single number is to compare it with smaller numbers for relative size. I do not make this comparison through division, for example four divided by three, but by placing the two numbers to be compared side by side that a visual measurement may be taken to ascertain how many more in one than in the other.

I place four blocks in a row and below them three blocks. "In which row is there the more blocks? How many more?" This is one of the most difficult questions to answer. I have never been able to decide whether it was the language or the idea that made it so, but certain it is that children who have worked intelligently up to this point are puzzled by the "How many more?" It is not always necessary to help them out of their perplexity. I let them look and think and they see it. When it seems necessary to give help I say: "You may take one from the three-row at the same time that I take one from the four-row until you have taken all of yours." I of course have one left and to the question "How many more in four than in three?" the child is now ready to answer. "One." I then give problems relating to this fact until sufficient repetition has been made to impress the truth. The comparison of four with two, with one and with none is made in the same way.

All numbers to ten should be measured in the same way as I have measured four. I use no figures or signs of operations in connection with the first numbers taught. I teach the written words one, two, three, four, etc., and the expression of facts in words. The children have their board work in number, but it is expressed in words instead of in figures together with the signs of operation. I arrange short lines or dots in groups on the board at the left of a long vertical line and let the children copy and put the result in one group at the right of the line.

Brown paper charts with groups of colored triangles, squares, or rings pasted on them can be used both in recitation and in silent work.

I use these charts for drill in quick recognition of groups of numbers and for drill in making rapid combinations and separations. Thus: I point to any group not larger than five and expect instant recognition of the number or I point to two groups of numbers as . . . . ., and expect the answers, five, seven, at once. I have at almost every recitation a similar exercise at the number table. Showing a number of blocks I ask, "How many?" or showing one number and adding another to it I say, "Read what I show you." Facts in subtraction, multiplication, and division are shown and read. It is wonderful what quickness of sight can be cultivated by this simple exercise. I never allow hesitation or counting by ones and treat a mistake as a serious thing, usually saying to the child, "You must sit here by me and look while the rest answer, for you do not see well." I never expect mistakes in any part of the work nor do the children and so I seldom meet them. An instance of what reasonable expectation will do. You who may have thought you could not control the matter may question my right to such a faith. In the first place, I take great care to cultivate the closest (unconscious, of course) attention when seeing, hearing, or doing and this prepares the child for good thinking.

In the second place, I know just what each child is able to do and suit my demands to his knowledge, so that he always expects to know and not to guess, haphazard. He thus forms the habit of accuracy. It took me several years to learn that guessing did harm and that it could be helped.

Guessing in the sense I use it implies no thinking; it establishes a carelessness as to the right or wrong of an answer, and the wrong having been given as right the impression that it is the right is just as liable to remain in the mind as the correction of the wrong. Mistakes expressed in acts or words

give rise to mental products, which products must give place to others which arise from the correction of the mistake. To eject one set of facts and install the other, is a difficult act. I prefer not to give opportunity for the wrong until the mind is stronger to reject the error when discovered and accept the right. I have said guessing cultivates a habit of not discriminating between what is known and what is imagined. I know no more deplorable intellectual evil in our schools than such a habit. I put a question to children in the sixth or the seventh grade. Every hand goes up in their eagerness to answer. I say, "Do you know?" Some hands fall and a few of the children look as though they did not comprehend what I said. The various answers given reveal no knowledge and often very superficial thought of the subject. I finally have to say, "I want an answer from one who knows," and the hands and faces too sometimes fall. You cannot possibly teach children when they are in this condition. They do not try to know for they recognize no difference between merest guessing which is easy enough and true knowing and therefore make no effort to be accurate. It requires time and patience to make them sensitive to mistakes and appreciative of the truth.

Not that they are not to be allowed to exercise their right of thinking nor that they can know everything but just that they must distinguish between thought and knowledge.

Moral honesty and intellectual honesty are very closely allied. A boy that is not sensible to the difference between error and truth in his arithmetic is very apt to be equally insensible to error and truth in his statements and moral acts. I have always found that where one evil prevails the other prevails most extensively. Teachers do much toward encouraging the habit of inaccuracy by not knowing what to demand. They expect the little child to reason about the combination  $4+3$  when he is only just able to see the truth with the objects before him. They require him to reason through figures when the numbers for which the figures stand are not comprehended. One of the young ladies in our school wished to teach the addition of 74 and 52. She gave the direction to add the tens and ones separately. But the children did not know the numbers in ones and tens so they didn't add. Then she said "Why, four and two are how many? Write it down. Now seven and five are how many? Write that down. Don't you see then that 74 and 52 are 126?" The child answered affirmatively, but did he see? He simply didn't. It was all guess work. There had been no thought evolved, no reasoning done. In work with fractions there is much guess work and mere memorizing with out association unless we follow the new education loyally for in this work all the figures are not used in performing an operation, e. g.,  $\frac{1}{2} + \frac{1}{2}$  are not  $\frac{1}{1}$  as the child who works with figures says, nor is  $\frac{1}{2} - \frac{1}{2}$  equal to three. Let the fractions be shown as parts of some tangible wholes, and the "how" occasions no error.

For the SCHOOL JOURNAL.

## PRINCIPLES.

Do nothing for the pupil that he can do for himself.

Proceed from the compound to the simple;  
From complex aggregates to component parts;  
From component parts to constituent elements;  
From the actual to the ideal;  
Substance before shadow;  
From the indefinite to the definite;  
From perception to reflection;  
From facts to causes;  
From the elementary to the composite;  
Principles to rules;  
From outline to details;  
From the corporeal to the incorporeal;  
From the physical to the mental,  
From the unqualified to the qualified.

E. D. BRINKERHOFF.

The teachers of the children should be held in the highest honor; they are the allies of legislators, they are agents in the prevention of crime.—SIGOURNEY.



For the SCHOOL JOURNAL.

## HISTORY.

By C. W. FRENCH, A.M., Chicago.

"How may history be taught to the best advantage?" The topical method, variously modified, is, undoubtedly, the best. One of its advantages is that miscellaneous books may be used, which, in country schools, is often necessary. Another is that it stimulates the pupil to independent research in the consulting of different authorities. Where an authorized text-book is used care must be exercised to avoid a too close dependence upon it. To avoid this, topics covering matter not found in the book may be assigned.

Each pupil should be provided with a note book, into which the topics should be copied. These should be prepared with great care by the teacher, and, when completed, should form an epitome of the history of the country under consideration. Every topic should suggest some leading event, or the life of some great man, around which the pupil should seek to group all attainable details, one supplying information which another has failed to find.

For example, in Grecian history, "the second invasion of Darius" will form a single topic. This will include the voyage across the Aegean, a description of the plain of Marathon, the names of the Grecian generals, the charge of the Greeks and rout of the Persians, the traitorous attempt to surrender Athens, the monuments erected and the spoils taken, together with a brief biographical sketch of Miltiades.

This information, obtained from various sources, will be supplied by the different members of the class in a form more or less unconnected. At the beginning of the next lesson a pupil should be called upon to give a connected account of the invasion. The whole class should be required, occasionally, to write out the review in the form of a composition. An interesting incident or story connected with the topic adds much to the interest of the recitation. This cultivates attention, memory, and power of expression.

The matter covered by the topics should be chosen with care. Battles and wars should be lightly touched upon, while their causes and consequences should be carefully sought out. More attention should be paid to the philosophy of history and less to unimportant details. The pupil should be taught to reason back from important events to their causes; from the actions of men to the motives which actuate them; and also to form individual opinions in regard to great characters after careful study.

For the SCHOOL JOURNAL.

## CLAY MODELING.

By MISS MARY E. LAING, Principal Froebel Academy, Brooklyn, N. Y.

Clay modeling is coming to be regarded with a continually increasing favor as a means for industrial and artistic training.

Why should we teach this subject? Because it is a most powerful means of cultivating the idea of form. It teaches to see. The art of seeing is the great aim of all drawing work, and it should be the aim of much other work. Did you ever think what it means to a little child—the having of his eyes opened to the beautiful things of the outer world; its wondrous forms, its lovely colors, and ever-varying light and shade? Can you not see the effects in culture and refinement for the present and future? Can you not see the ultimate effect in character?

I have come to regard modeling as of superior value to object drawing, in the exercise of the creative faculty in the child, and in the development of delicacy, sensitiveness, and sympathy of touch. Because it is "clay in the hands of the potter," there is a great degree of absorption and sympathy in the work.

We all know that a proper exercise of the creative power produces most happy results in the education of children. This is especially true when the thing created takes a tangible form, and a

beautiful and somewhat lasting one. To finish a thing, to finish it well, to be able to admire a piece of work honestly, as true to the best powers in us, is something to make anyone happier and better. Of course, this is a plea for the industrial phase of the subject, and that is, indeed, one of its most important features.

What shall we model? I think the plan, quite universally adopted, of beginning with the geometric solids a most excellent one. These forms are simple, pure, and severe, hence it requires a less practiced eye to see them. The children are familiar with them, and they supplement primary work in form beautifully. I owe to my enthusiastic and excellent teacher in this subject, Mr. Baldwin Coolidge, of Boston, the lesson that has led me to go to Nature for most of my models. He says, "To go to the original forms is the only way for modeling or drawing: anything else is to take another's ideas as embodied with the original. Vegetables, fruits, shells, and leaves, will furnish us with the richest and most valuable models, and lead us far out into the fundamental forms of art and architecture.

Undoubtedly, one secret of success in the work is to teach proper methods of handling the clay. Patting, rolling, and smoothing, must mean failure from the beginning, because it requires little or no skill, and is a mere playing with material. The plan adopted at the Workingman's School in New York, of having the children build up the object bit by bit, seems admirably adapted to the development of intelligence of touch and clearness of observation, and is an admirable means of avoiding bad habits on the part of the children."

Once more I would quote Mr. Coolidge: "The rendering of observation through the fingers' ends, either in clay or sand, shows most clearly what a pupil knows, not only to the teacher, but to himself. It begets confidence in the pupil, as we say 'nothing is so successful as success,' and that impetus is carried over to other studies not applicable to clay modeling."

For the SCHOOL JOURNAL.

## AN HISTORICAL SKETCH.

By CLINTON W. WILSON, Fulton, N. Y.

## "BIRDS OF A FEATHER —"

The old saying that "Birds of a feather flock together," is often verified, and its universal fulfillment is a matter of no small curiosity.

A most interesting incident is narrated of Oglethorpe, the founder of Georgia, and the Indian boy. According to the story, he took the son of one of the great chiefs of the Creek Indians back to England with him, determined to spare no expense in educating and fitting him to carry civilization and Christianity to his people. In accordance with this plan he became a polished gentleman, moving in the best society. At length he was returned to his tribe, with great expectations of what he would accomplish. But, alas! the hope of his friend and educator were not to be realized. In a short time the polished courtier became a wily savage, and seemed the fiercer in the chase for the respite had in English courts.

Many other incidents correspond to this, showing that the early education and surroundings of youth influence and direct the whole life. Like habits and associations are drawn, involuntarily, by the magnet of custom to the like; and, governed by the same law, leave the unlike.

ALEXANDER HAMILTON, the first Secretary of the Treasury, was not thirty-two when he was appointed in September, 1789, and Edmund Randolph was but thirty-four when in the same month he became the first Attorney-General. Oliver Wolcott, who succeeded Hamilton in the Treasury in 1795 was but thirty-five.

BEFORE the apostles of the New Education proceed further, they should devise some policy whereby students, on entering college, may be made to regard their college-work as seriously as an apprentice does his on entering a shop.

For the SCHOOL JOURNAL.

## LESSONS IN ZOOLOGY.—NO. I.

By ANNA JOHNSON.

## COVERINGS OF BIRDS.

In studying the lessons the teachers should have access to several good works on Natural History, and a Cyclopædia, the Cyclopædia Britannica gives the most elaborate descriptions.

For the class "Little Folks" in Feathers and Fur" is an excellent book, also Prang's lessons on birds and his large and small cards. Stuffed birds are very desirable and in cities may be hired.

Have ostrich feathers, downy feathers and wing and tail feathers of flying birds. Have the scholars find the parts of the feather, as the quill, shaft, and vane or beard, the latter composed of barbs and barbules. Have the parts described; as, the quill is a hollow cylinder, semi-transparent, resembles horn—qualities, light and strong; shaft, continuation of quill, gradually tapers to a point, upper surface convex, lower concave, outside horny, inside soft substance called pith, which gives strength and nourishment: vane has two webs, one on each side of the shaft, composed of barbs and barbules.

Compare flying feathers with downy and ostrich feathers; strike each hard against the air and let the scholars note the difference. Lead them to see that the flying feathers resist the air because the barbules are hooked into each other, as we can hook our fingers together and thus hold firmly; in the other feathers the barbules are not hooked but lie loosely. Show them the use of each. The downy feathers fit closely to the body and keep it warm, the ostrich feathers lie loosely and thus let the air to the body and keep it cool; they are not needed for flying. The flying feathers by resisting the air force the bird forward.

Speak of the coverings of animals and show how beautifully each is adapted to peculiar wants of the animal; the fur for the animals in cold regions, the thick skin and thin hair for those of the warm countries, the lightness and warmth of the feathers for the birds which inhabit water and air, and the cool covering of the running birds of hot countries.

Speak of the oil-bags birds carry with which to oil their feathers, and the necessity for oiling them.

For the SCHOOL JOURNAL.

## THINGS TO TELL SCHOLARS.

I. The bread-fruit tree is distributed generally among the Friendly, Society, and the Caroline Islands. The tree is beautiful as well as useful, and rises to the height of about forty feet; when full grown it is from a foot to fifteen inches in diameter. The fruit is green, heart-shaped, about nine inches long, and as large as a melon. When toasted it is soft, tender, and white, resembling the crumb of a loaf of bread, but it must be eaten new, or it becomes hard. Such is the abundance of the fruit that whole tribes subsist on this bread or fruit entirely.

II. Bees are upholsterers. It is a common occurrence to find the leaves of rose bushes and some other plants cut in many places; several circular or semi-circular pieces being sometimes smoothly cut from one leaf. Many suppose this to be the work of worms; but a little careful observation will make us acquainted with the operations of a very interesting member of the insect family,—the upholsterer bee, or leaf-cutter—which makes its nest from the pieces of leaves so nicely and carefully harvested.

III. There is a mystery about the American lakes. Lake Erie is from 60 to 70 feet deep; but Lake Ontario is 592 feet deep, 230 feet below the tide level of the ocean; and the bottoms of Lakes Huron, Michigan, and Superior, although the surface is much higher, are all from their vast depths on a level with the bottom of Ontario. Now, as the discharge through the River Detroit does not appear by any means equal to the quantity of water which the three upper lakes receive, it is supposed that a subterranean river may run through from Lake Superior, by the Huron, to Lake Ontario. This is not impossible, as salmon and herring are found in all the lakes communicating with the St. Lawrence, but no others.



For the SCHOOL JOURNAL.

## INJURY DONE BY ALCOHOL.

## OUTLINE OF A LESSON.

Into some alcohol put a little white of egg. When taken out it is harder than when put in. Pour some boiling water upon the white of an egg. Examine the effect. In how many ways may an egg be hardened? Get a little of the brains of a cow or pig from a meat shop. Put some into alcohol. Notice the effect. The white of an egg is composed largely of albumen. From the effect of alcohol on brains, what do you think they contain? Where are our brains? What work is done in the brain? The work of thinking. If alcohol could be put on the brain, what effect would it have on it? Could thinking be done as well? Why? What fluid fills the veins and arteries? When alcohol is taken into the stomach it passes into the blood and is carried to all parts of the body. The nerves are composed of the same substance as the brain. What effect has alcohol on them? Can the nerves act as well when they have been affected by alcohol? Why? What two parts of the body are affected by alcohol? The nerves and the brain. The nerves control our movements. If they were not able to act we could not move at all. When they are partially affected we are unable to control ourselves. How does a drunken man walk? Why? When he is completely drunk what does he do? When he is partially drunk how does he talk? Why? When he is dead drunk how much does he know? Why? Nerves enable us to feel. How does alcohol affect their power of feeling? Why? The nerves of the stomach give us the feeling of hunger. How does alcohol affect one's appetite? Why?

## FACTS FOR OLDER PUPILS.

1. The nerves are grayish-white cords which pass from the brain and spinal cord to every part of the body.
2. There are two kinds of nerves: those of feeling and those of motion.
3. When alcohol touches a nerve it draws away water from it. It is then *paralyzed*.
3. The blood takes the alcohol from the stomach by a process called *endosmosis* and *exosmosis*. (See any good chemistry for experiments illustrating those actions.)
5. The blood contains seventy parts in a thousand of albumen.
6. Alcohol has a great affinity for water, and when taken into the stomach it must be much diluted before it passes into the blood.
7. Alcohol does not slake thirst, but encourages it. It cannot be a substitute for water, for instead of satisfying our want of it, it greatly increases it.
8. Most of the alcohol taken into the stomach enters the blood.

NOTE:—These outlines are suggestions merely, showing how important facts may be taught without a book. It is necessary to tell some things pupils cannot find out for themselves. These should be explained by experiment and illustration until they are comprehended. For example, no pupil can discover that the blood passes all through the system, or that the nerves carry sensations of pain to the brain, or that the brain is the seat of the mind. These must be told.

This lesson will be followed by others of a similar nature. Books on the subject of temperance should be in the hands of all teachers. Many excellent ones have been recently published. Among them we would specify the following: "Practical Work in the School-Room," Part I. A. L. Well & Co., N. Y.; Dr. Richardson's "Brief Notes for Temperance Teachers," National Temperance Society, N. Y.; Steele's "Hygienic Physiology" A. S. Barnes & Co., N. Y., and "Temperance Physiology," by Mrs. Mary H. Hunt, A. S. Barnes & Co.

THE following from the parish records in Alfred, Me., shows how they raised meeting houses in olden times: "April 6, 1784.—The inhabitants of this parish met pursuant to adjournment and passed the following vote: Voted, To purchase 2 barrels of rum, 1 barrel of pork, 4 bushels of beans, 10 gallons of molasses, 10 pounds of coffee, and 28 pounds of sugar to raise the meeting house. Voted, That Nathaniel Conant was desired to procure said articles."

CARDINAL MANNING has passed his seventy-sixth birthday, and has now begun to find that "the spirit, indeed, is willing, but the flesh is weak." He has broken down in health, and the physicians have required him to cancel all his engagements to make a necessary rest.

## TABLE TALK.

"Out of the present hurly-burly of educational journalism, the optimists of the present hope for something worthy of the cause. Educational journalism now has little of which to boast. It is utterly lacking in originality and distinctive style, and can be compared to nothing higher than the special class journals of the butcher, the baker, and the candlestick maker." Some one found the above in an educational journal and comments thusly: "This journal has a distinctive style of its own. It resembles one of 'Pharaoh's lean kine'—always ready to swallow the choice portions of other journals. Hence many good things are found within its covers. Its originality consists in such paragraphs as the one referred to. If this is originality have we any use for it?"

Even if our correspondent had not so kindly taken up the cudgel in our defense it would have been unnecessary for us to use it. The primary aim of educational journalism is not literary elegance, but the promotion of education. The teachers demand aid in their labors and food for thought—if the journals supply this, they are fulfilling their mission. A straightforward, simple style, if correct and exact, is all that is necessary for weighty utterance. Language is the dress of thought, and like all other clothing, needs only to be proper when it covers real worth. It is insignificance that requires costly ornament.

\* \* \*

I am much interested in the question of when to teach writing, and whether it should be preceded by printing. I believe in Col. Parker, and heartily respect his opinions; yet it seems to me that Pres. Brown is right in his argument for printing before writing. He says: "This theory will permit the script form of the word to be taught during the first week of a child's attendance at school, perhaps. It only requires that he first become familiar with the printed form."

In our primary schools there are frequently three or even four grades under one teacher. Such work as drawing, moulding, weaving and folding, take so much of the teacher's attention, that she cannot do much of this work as schools are now graded.

Printing and writing the pupils can do without immediate supervision, and if they learn to do both equally well, their work can be varied so that neither becomes tiresome. Of course, drawing, writing, numbers, and other work, must have a place in school too. The little ones must have variety.

Printing is as good a training for the eye and hand as writing or drawing, and while writing is easier for the hand when it has become accustomed to it, printing is easier for the eye. The fact that the letters are disconnected makes printing easier for the children, because their eyes are not cultivated enough to distinguish the parts of the written word.

In classes where the children both write and print, I sometimes tell the children: "You may print this word or write it, just as you please. Invariably the youngest and dullest pupils prefer to print, while the older and brighter pupils write."

N. M.

As to parsing, I know a lady who is an excellent grammarian; that is, she knows Green's old grammar by heart, and can parse as fast as she can rattle off the words. When her children were studying grammar they depended on her for help, and she never failed.

Yet this lady who understands the theory of grammar so well speaks very incorrectly, simply because she was brought up in a part of New York State where nearly everybody speaks incorrectly.

"Mother," said one of her daughters, "how is it that you, who are such a good grammarian, make so many mistakes?" "Oh!" was the answer, "I was taught the grammar, but not how to apply it!"

N. M.

I am glad you are beginning to strike at the folly of the yearly county examination by lists of words, and ten question arrangement. Strike it still harder until something more intelligent will be used. I vote for no continued stories. If our St. Louis friend wants a continued story, let them take a story paper.

J. N. D.

Several more blows are quietly biding their time. We hope to find room for them soon.

\* \* \*

A successful principal writes: "I am anxious to find a place where I can have the loyal support of the Board, and not their cynical criticism—where I can have teachers who are in thorough sympathy with the 'New Education,' and who know how to apply its principles. I am hampered by a Board that wish to show their importance and do not know how to do it."

E. G. P.

## LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

We will not guarantee an answer to any question unaccompanied by the writer's full name, address and stamp, for we are able to publish but a small portion of the letters of inquiry, and must select those we judge to be of the most general interest.

- (1) Do you know of any short method of testing the answers in addition, subtraction, multiplication, and division? (2) Does any company publish maps of the different railroads, from which pupils can get a good idea of the different routes? (3) I am teaching the Civil War by maps drawn on the board, having the pupils trace the different armies. Can you suggest a better plan? (4) Is there more than one Atlantic cable? if so, what are the termini of the new? (5) What are the termini of the Pacific cable? (6) Who were the Know-Nothing party?

M. L.

[(1) By casting out the nines.

Addition.	325	Excess	1
	256	"	4
	358	"	7
	939	"	3

The excess of 9's in the sum must equal excess of 9's in the sum of excesses. Subtraction. The excess in minuend=excess in sum of the excesses in subtrahend and rem. Multiplication.—The excess in product of two numbers=the excess in the product of excesses in multiplicand and multiplier. Division.—Divisor 347: Dividend 18496: Quotient 53: Rem. 105.

18496	Excess	1
347	"	5
53	"	8
105	"	6

5×8+6 " 1

Multiply excess of divisor by excess of quotient and add excess of rem. The excess of this answer must equal the excess of the dividend. (2) Nat. Railway Pub. Company, 46 Bond St., N. Y. (3) No, if your maps are not too elaborate, and your armies do not march too slowly. Form a short outline of main points on the board as the lesson proceeds. Do not lose sight of the whole in consideration of petty details. (4) There are ten: three from Valentia, Ireland, to Heart's Content, Newfoundland; two from Penzance, Eng., to Canso, N. S.; two from Brest, France, to Island of St. Pierre, south of Md.—one leading thence to Duxbury, Mass., the other to Cape Cod, Mass.; one from Ballins Kellig Bay, Ireland, to Tor Bay, N. S.—thence to Rye Beach, Mass.; two from Waterville, Ireland, to Canso, and thence one to Rockport, Mass., the other to Coney Island, near New York; these two are the new ones. (5) There is no Pacific cable. (6) A split from the Whigs in 1853; a secret organization, demanding twenty-one years residence for naturalization. Called themselves the American Party. When asked, "Do you know anything about," etc., the invariable answer was, "I know nothing of it." Fillmore was their presidential candidate in 1856.—S.]

- (1) What causes a difference of time at different points upon the same parallel of Latitude? (2) When it is 12 M at Greenwich it is 4:30 at another point; is that point east or west of Greenwich, and how many degrees? (3) A and B start from Philadelphia. A travels 10 degs. due north, B 10 degs. due west; which travels the greater distance and why? (4) Why does the River Nile grow smaller as it approaches the sea while the Mississippi grows larger. (5) It is stated that man could not live if it were not for plants. How do people in the Arctic regions live? (6) What are the three freest nations? (7) What are the Five Greatest Powers?—L. E. P.

[(1) The daily rotation of the earth from east to west, giving noon to each successive point of the parallel as it comes directly under the sun, consequently forenoon to those points west, for they have not yet reached the sun; and afternoon to all points east, since they have passed under. (2) When it is 12 M at Greenwich it is 1 P. M. 15 degs. east, and 11 A. M. 15 degs. west, for the sun moves at the rate of 15 degs. per hour. It will be 2 P. M. 30 degs. east of Greenwich, and 10 A. M. 30 degs. west. A point with 4:30 P. M. time will have passed eastward from under the sun  $4\frac{1}{2}$  times 15 degs.=67½ degs. A point with 4:30 A. M. time will require 7½ hours to reach noon, or come under the sun, and must, of course, be 7½ times 15 degs.=112½ degs. west. (3) A travels  $\frac{1}{10}$  of a meridian, or great circle, which is manifestly more than  $\frac{1}{10}$  of the smaller circle on which Philadelphia rests. Parallel circles grow smaller towards the poles, hence the degrees grow smaller. (4) Intense evaporation; proximity of deserts; absence of tributaries along lower course. (5) In Greenland they raise corn, potatoes, kitchen herbs, and find edible berries, birch, alder, willow, grasses and lichens. In Iceland they raise potatoes and garden vegetables. All along the Arctic Ocean the reindeer finds mosses. Plant life in the Frigid Zone is an interesting study. (6) England and her colonies, especially Australia; United



States and France. (Possibly Switzerland.) (7) United States, Great Britain, Russia, Germany, France. In area the order is Great Britain, Russia, Chinese Empire, United States, Brazil.—S.]

(1) What word is the opposite of rustic? (2) In this example, Write four hundred thousandths, how do you know whether .00004 or .400 is the correct answer? Should there not be a comma either after four or hundred? (3) The largest library in the world is at Paris; it contains over 800,000 volumes. What part of speech is over, and what does it modify? (4) Will you analyze this sentence: It took Rome ten years to die.

## A SUBSCRIBER.

[(1) Urbane. Rustic is from Latin "rus," the country; urbane from "urbs" the city. (2) If the denomination be hundred thousandths, there should be a hyphen between "hundred" and "thousandths," thus, "hundred-thousandths," otherwise not. e. g. .310 = "three hundred ten thousandths," but .0300 = "three hundred ten thousandths." (3) "Over" is an adverb modifying the numeral adjective expressed in figures. See Webster's Unabridged, under "over" as an adverb, section 8. (4) A difficult nut to crack, upon which there may be honest difference of opinion. We think it is equivalent to, "It took ten years for Rome to die." "It" is introductory, expletive, and is explained by "(for) Rome to die." The infinitive with its assumed subject, Rome, is explanatory modifier of "it," which is the subject, "took" the predicate, and "years" the direct object.—C. JACOBUS.]

I labor under a difficulty. It is my inability to write a good composition, therefore I hesitate to criticize the efforts of my pupils, and hence my class in composition is practically a failure. Will you suggest some means by which I may become a fair writer. Do you suppose I think too much of the structure of my sentences and not enough of the subject matter? N. T. A.

[No improvement can be made upon Horace Greeley's reply to a like question. "First have something to say and then say it." The first thing for a writer to do is to select a subject in which he is interested, then study it; make a list of its principal points; arrange them in proper order, and then say what he has to say on each point. Then cut out every word, phrase, or sentence that does not add something to the subject, remembering that the force of an expression is in inverse ratio to the number of words in which it is couched. In teaching composition, it is of the first importance that the subjects are those in which the children will be interested and will cheerfully investigate and gain new ideas from. They will be ready then to express them.—B.]

(1) How many historical trees were there in the U. S.? where did they stand? Give their names? (2) Why are there thirteen moons in a year? (3) Who are called the "inseparable"? W. W.

(1) We know of two. One at Hartford, Conn., called the "Charter Oak;" the other at Shackamaxon, now Kensington, a northeast suburb of Phila., called "Wm. Penn's Elm." (2) The moon revolves around the earth once in 29 days, 13 hours. This gives 13 revolutions, with about 11 days to spare the first year, 22 days the second year, 33 days the third year—enough for a thirteenth revolution and three and a half days in the next. Don't forget the extra day in leap year. (3) We don't catch the drift of this question. Where did you meet the phrase? Damon and Pythias were inseparable friends; so were Aeneas and his faithful Achaetes; but one would scarcely call them "the inseparable." We are reminded that cause and effect are inseparable; also of Webster's famous peroration, "Liberty and Union, now and forever, one and inseparable." These would scarcely answer to "who"; rather to "what."—S.]

(1) What is meant by "To the victors belong the spoils"? (2) Describe the "Western Reserve." A. E. H.

[(1) That the political party which wins is entitled to the offices. Jackson is its author. He began the practice of removing office holders, and appointing his political friends. He is said to have turned out eight hundred in one day. Our present Civil Service Reform is directly opposed to the principle, or rather policy underlying this practice. (2) It is a tract of about three million acres in the N. E. part of Ohio, also called the Connecticut Reserve, originally a part of the land ceded by the French. After the Revolution disputes arose between several states concerning these lands, and they were ceded to the general government, except three million acres reserved by Virginia, also three million by Connecticut. In 1800, jurisdiction over this reserve was relinquished, and the right of soil was disposed of to settlers. The income was turned into a common school fund for Connecticut. The Reserve is a famous dairy and stock-growing region; it is also noted for its apples.—S.]

On page 238 of SCHOOL JOURNAL Oct. 25th, in answer to query by A. W. C., it is stated that Jefferson, with some others, wrote the U. S. Constitution. Jefferson, I believe, was not in this country at that time, and had no hand in framing the Constitution. He was our minister to France, and saw nothing whatever of our Constitution until after its completion and adoption in secret convention and submission to the people of the states. Very soon after its submission he came home and, with Patrick Henry, opposed the ratification of the Constitution as it came from the convention. That opposition was such that their state, Virginia, was one among the last to ratify. It is probable that the fact that Jefferson was the chief of the framers of the "Declaration of Independence," has caused many to think that he was one of the writers of our Constitution, but if I read history aright he was not. J. W. M.

## EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.  
Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; Interesting personal items; Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them. EDITORS.

KENTUCKY.—Spencer County Teachers' Institute was held at Taylorsville, Nov. 26th, 27th, and 28th. All the teachers of the county were present and much interest was manifested. Different methods of teaching the various branches were given, and the question, "How can we enthuse our children with the importance of an early attention to study," was ably discussed by Prof. A. B. Jones, of Lawrenceburg. Dr. Reynolds, of Louisville, and Judge Anderson, one of Spencer's best teachers. Prof. Jones said: "Pupils, patrons and teacher must co-operate. Don't teach too much mental to the neglect of the physical and moral. We are not properly educated unless educated to be self-reliant." Dr. Reynolds said: "If teachers would appear as learners it would lead pupils to depend upon self." Again he said: "He does well what he loves to do; and loves to do what he can do well." Judge Anderson said: "I do not have anything done in my school save what is done understandingly." Other subjects were: "Do Institutes pay," Judge Anderson; "Why should we teach the Laws of Health?" J. T. Noel; "Our School-houses," Miss Lou Van Dyke; "Cramming," G. G. Gilbert; "Common Schools," Dr. Reynolds; "How to Interest Parents," W. R. Ward; "Primary Reading," Miss Maggie Bussabarger. Kentucky is at last waking up to her responsibility and peril. A TEACHER.

MASS.—The State Teachers Association will hold its annual meeting at Boston, Dec. 29, 30 and 31. The following are some of the exercises: "Utah and the Mormon Question," illustrated lecture by W. I. Marshall; "The Hygiene of Schools in Relation to Massachusetts Hygiene and Energy Association," by Dr. Frank Wells; "Illustrated Talk on Color," by A. P. Gage; "Relation of High Schools to Colleges," by Prof. H. B. Richardson; "Physics in our High Schools," by George F. Forbes; "Fingers and Eyes in Education," illustrated by charts, drawings, papers, and a class, by Charles F. King. Arithmetic: Prin. C. C. Rounds; "Citizenship and the Grammar School," "Why, What and How," illustrated by charts, exercises, and pupils' work, by J. D. Miller; "Economy in Teaching the Elements of Number," by Prof. Ellis Peterson; "Primary School Work in Preparation for Geography," by Miss L. T. Moses; "Moral Training in the Primary School," by Prin. E. H. Russell; "Observation Lesson on Insects," by Miss Jennie M. Arms; "Scientific Temperance Instruction in Schools," by Mrs. Mary H. Hunt; "Evening Schools," by E. C. Carrigan.—Mr. B. B. Russell, of Lawrence, has been chosen Supt. of Schools of Brocton at a salary of \$2,000. He was for eight years a teacher in the Bridge-water Normal School, and was six years at Lawrence. A. W. E.

NEW JERSEY.—The Union County Teachers' Association held its second quarterly meeting at Elizabeth. An excellent paper on "The Teachers' Work," was read by Prin. D. B. Corson. Prin. R. E. Clement gave an enthusiastic account of his trip to Madison. The question of tardiness and its preventives was discussed by Supt. Pease, and Principals Clement, Runyon, A. F. Campbell, and C. A. Strout. C. A. S.

The schools of Paterson made large contributions of food for the poor on Thanksgiving, enough to supply all the poor families in the neighborhood and leave a large quantity to be divided between the hospitals and orphan asylums.—The Hoboken Teachers' Association recently met in School No. 4, and listened to an address from the Associate Editor of this paper, on "Attention." This Association was established by the Board. All teachers are expected to attend. Hoboken is a city of about 35,000 people, 100 teachers—no superintendent, and no rigid grade system of examinations. The schools seem to be in good condition—better, we imagine, than they will be when they have a more rigid system of percentage promotions by stated examinations.

Program of the N. J. State Teachers' Association, to be held at Newark, Dec. 29th and 30th. Pres. B. Holmes; Sec'y, A. B. Guilford. Address of welcome, Edward Goeller, Esq., President Board of Education; Reply, Hon. E. A. Apgar, State Supt.; Address: "The Teacher and his Work," Rev. W. E. Crowe, Newark; Paper: "The Practical Teaching of Hygiene in our Public Schools," Supt. G. H. Barton, Jersey City; "The Avenues to the Mind," Prin. W. M. Giffin, Newark; "Methods in teaching Spelling," Prin. John Enright, Freehold; "Elementary Instruction," Supt. C. E. Meleny, Paterson; "Industrial Education," Prin. J. W. Lyceet, Hoboken; "How to Extend the Moral Influence of the Schools," Prof. John Greene, Hightstown.

PENNSYLVANIA.—The Lehigh County teachers held their annual institute at Allentown, Dec. 8th-12th. Prof. Thomas M. Balliet, of Normal Park; Prof. Geo. E. Little, of Washington, D. C.; Prof. Geo. M. Phillips, of West Chester; Dr. N. C. Schaffer, Prof. C. G. Young, Prof. E. L. Kemp, of Kutztown, and State Supt. Higbee were the instructors. Prof. Balliet lectured, Monday evening, on "Education out of School"; Prof. Little gave a "Chalk Talk" entertainment on Tuesday evening; and Col. Copeland lectured on Wednesday and Thursday evenings on "Snobs and Snobbery," and "What's to Hinder?"—The city of Wilkes-Barre and the town St. Clair have public night-schools.—The Bedford County Institute was held at Bedford, Dec. 8th-12th. Deputy State Supt. Harry Houck was the principal instructor.—The schools of Shenandoah gave an entertainment during the past week for the purpose of procuring funds to make additions to their District School Library.—The Columbia County Institute will be held at Bloomsburg, Dec. 29th to Jan. 2d. Prof. Thomas M. Balliet, Dr. Geo. G. Groff, Prof. Sandford, Rev. Dr. Everett, Rev. Dr. Waller, Robert J. Burdette, and George Kennan are to be the instructors and lecturers. Supt. Grimes always makes his institutes not only instructive, but entertaining as well.—The West Chester State Normal School's temporarily closed on account of an outbreak of scarlet fever in the school. Fred S. Graves, a member of the senior class, died on the 7th inst. from the terrible malady.—The Wyoming County Institute convened at Tunkhannock, Dec. 22d. Supt. James M. Coughlin, of Luzerne County, was one of the instructors. WILL S. MONROE.

## EDUCATIONAL MISCELLANY.

## DON'T LEAVE THE FARM

Come, boys, I have something to tell you,  
Come near, I would whisper it low—  
You are thinking of leaving the homestead,  
Don't be in a hurry to go.  
The great stirring world has inducements,  
There is many a gay, busy mart,  
But wealth is not made in a day, boys,  
Don't be in a hurry to start!  
The farm is the safest and surest.  
The orchards are budding to-day;  
You're free as the air of the mountains,  
And monarch of all you survey:  
Better stay on the farm awhile longer,  
Though profits should come rather slow;  
Remember you've nothing to risk, boys,  
Don't be in a hurry to go!

For the SCHOOL JOURNAL.

## DRAWING A LANGUAGE.

By W. N. HULL, Cedar Falls, Iowa.

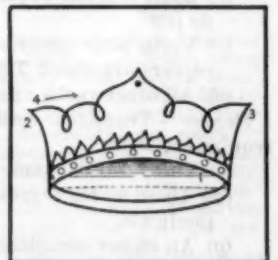
Draw the small oval or circle in the centre of the flower, and put a dot in the middle. Draw



the upper left hand leaf, by moving out from the center on the under side and returning on the upper—a double curve; the upper right hand leaf in the same manner, retracing about half way. Now make the lower left hand leaf, then the

under one, and finish with the lower right hand. Brighten the petals with any color, and blend. Make the stem a single curve and the leaves by a curve out on one side and back on the other. The curves need not be exact. Move the green crayon flatwise over the leaves, but tint the upper side of each white.

A crown.—Make the ellipse first, commencing at 1 and moving to the left on the upper side, make a short turn, then back on the under side, with the curve like the upper side reversed, and the turns at the ends alike. The regularity of the figure may be improved by making a level dotted line first. Double the ellipse crossing at the ends. Make the curve marked 2, then that marked 3. Now place a dot above the middle as a guide, and starting at 4 carry the line to the right without stopping. Trim and color to your taste.



For the SCHOOL JOURNAL.

## ANSWERS TO LIVE QUESTIONS.

IN JOURNAL OF NOVEMBER 29.

1. The capitals H and I are the only letters of the alphabet that are exactly the same either side up.
2. The words "rum," "Romanism" and "rebellion," uttered by Dr. Burchard just before the election, lost Blaine. It is estimated, 3,000 votes in New York enough to turn the scale.
3. An ear of corn has never an odd number of rows.
4. A cat has more teeth than a dog.  
Charlemagne was Emperor of the Western Roman Empire, 800 A.D.
5. The Pinta, Nina and Santa Maria were the three vessels which set sail with Columbus in his first voyage of discovery to America.
6. Martin Van Buren was called the "Little Magician."
7. Penny, when used to mark the size of nails, is supposed to be a corruption of pound.
8. Egypt is called the gift of the Nile.
9. Tom Moore was an English poet born in Dublin.
10. The moon is nearer to the earth than any other heavenly body.
11. The leaves of a plant are its lungs.



## WINTER.

Let winter come, let polar spirits sweep  
The darkening world, and tempest troubled deep!  
Though boundless snows the wither'd heath deform,  
And the dim sun scarce wanders through the storm,  
Yet shall the smile of social love repay,  
With mental light the melancholy day.

—CAMPBELL.

Storm-borne from the pole, he covers the woods with  
hoar frost, the streams with ice;—a drifting whirl-wind  
eddies around the high gables, while the poet rejoices  
in the shelter and comfort of his home, and cheerily  
bids defiance to the raging elements.—GOETHE.

Could blaws the wind fra east to west,  
The drift is driving sairly:

Sae loud and shrill I hear the blast.

I'm sure it's winter fairly.

—BURNS.

Sweet are the harmonies of spring,  
Sweet is the summer's evening gale,  
And sweet the autumnal winds that shake  
The many color'd grove.

And pleasant to the sober'd soul  
The silence of the wintry scene,  
When Nature shrouds herself, entranced  
In deep tranquillity.

—SOUTHEY.

Chill air and wintry winds! my ear  
Has grown familiar with your song;  
I hear it in the opening year,  
I listen and it cheers me long.

—LONGFELLOW.

Announced by all the trumpets of the sky,  
Arrives the snow, and, driving o'er the fields,  
Seems nowhere to alight: the whited air  
Hides hills and woods, the river, and the heaven.

EMERSON.

For the SCHOOL JOURNAL.

## A GRAMMAR LESSON PLAN.

MISS ISABEL LAWRENCE, State Normal School, St.  
Cloud, Minn.

**Review:**—The verb and its asserting power; that  
is, it asserts being, state of being, and action. Give  
verbs that assert action.

## MATTER.

- Every action requires an actor.
- Some actions require receivers and some do not.
- Verbs that assert actions which require receivers are called Transitive Verbs.
- All other verbs are Intransitive Verbs.

**Review:**—Transitive verbs. Mention verbs that  
require receivers.

- These words name the receiver of the act.
- These words or group of words complete the predicate.
- An object complement completes the predicate and names the receiver of the act.
- Only nouns or words used in the place of nouns, as pronouns can be used as object complements.

## DEVELOPMENT OF MATTER.

- Ask pupils to have action performed and not allow any one to perform it. They will say there must be some person or thing to perform an act before there can be an act. Call this the *actor*.
- Tell a child to read and not allow him to look at a word. He will say he must have something to read. Then tell him to call the object which receives the act the *receiver*. Then tell him to run and he will say that this action does not require a receiver. Similar with other cases.
- Class pass to the board and write verbs that assert action requiring receivers. "What are verbs asserting actions which require receivers said to be?" "Transitive verb."
- "If a verb asserts being, what is it said to be?" "Intransitive verb." If it asserts an action which does not require a receiver?
- Tell children to strike a book. Place the word on the board and then ask some one to point to the receiver. After all have acknowledged that the word means the receiver, tell them it is the name of the receiver. Similar with several other cases.
- Write such expressions on the board; as,—

"Mary broke," "John bought." Children will say they are not sentences, because they are not expressions of thought. They need the name of the receiver. Add this, and ask what part of the sentence it completes.

- What do we call a word, or group of words that completes the predicate and names the receiver of the act? Object complement.
- Since an object complement *names* the receiver, what part of speech must it be? What might be used in the place of a noun? Then what part of speech may be used as object complement?

## PLAN OF DRILL.

- Place word on the board and have children learn to spell it. Teacher give actions and children name actors; reverse the order.
- Teach the word *receiver* thoroughly. Then place a long list of actions on the board and send one child there to point out and tell which require receivers and which do not. Have the rest of the class watching for mistakes, and the first who sees one allowed to go on with the recitation. Then have the class pass to the board and write long lists of actions and mark those which require receivers.
- Spell *transitive*. Have children write sentences and tell which verbs are transitive. Have children pass to board and write lists of transitive and intransitive verbs, naming what is asserted and the receiver if any.
- Teach the spelling of *intransitive*. Write lists of intransitive verbs. Children write lists of verbs which assert being, and which assert actions not requiring receivers. Several days give drills on Transitive and Intransitive Verbs. Have children discriminate between the active and passive voices, not giving terms, by allowing them to give sentences and change them.
- Give transitive verbs and name the receivers. Class state that the name of the receiver is sometimes the subject and sometimes a part of the predicate.
- Give sentences and require them to supply the name of the receiver and then give the name of the receiver and require them to fill out the sentence.
- Spelling of the term *object complement*. Reg., def. Then give sentences and have them name the object complement. Then require them to give sentences using certain words as object complements.
- Class use nouns and pronouns as object complements, and attempt to use an *adjective* or an *actor* as objective complement, seeing fully the impossibility of so doing.

## TRANSITIVE VERB.

Pupils write their own sentences, and fill out the following form.

SENTENCES.	ACTION ASSERTED.	RECEIVER.	KIND OF VERB.
Great conqueror Great Britain.	Action of conquering.	Great Britain.	Transitive
I am here.	being.		Intransitive.

They should think in the following order.—(1) What does the verb assert. (2) If being or state of being, it is intransitive. (3) If action, and the action does *not* require a receiver, intransitive. (4) If action, and the action *does* require a receiver, transitive.

The following are interesting statistics concerning the Roman Catholic Church: the cardinal, archbishops and bishops number 76; there are also 6,835 priests; 7,763 churches and chapels; 708 seminaries, colleges and academies for both sexes; 294 asylums, and 139 hospitals; the Church now sustains 2,532 schools, in which 481,894 pupils were instructed in 1883. These figures will give us some idea of the working forces of this Church.

The poet Whittier, whom may the Lord long bless with good health, is just passed seventy-seven years of age. How much are we indebted to him for his true words which live and burn within our souls.

For the SCHOOL JOURNAL.

## LIVE QUESTIONS.

- What fish goes a fishing with rod, line and bait?
- In what State were women allowed to vote 90 years ago?
- What are the duties and salary of the "Poet Laureate" of England?
- Whence originated the expression "Almighty Dollar"?
- What will be the next leap year ending with more than one cipher?
- What proportion of the inhabitants of the United States are foreigners?
- In what town in the United States has there been no liquor saloon, and no person sent to the jail, penitentiary or poorhouse in twenty-five years?
- What historic tree, whose branches are supported by marble pillars, is still standing upon a certain island?
- Why is the telephone preferred to the telegraph by the Chinese?
- In what language was a poem inscribed upon a grain of rice?
- What tree never shows its flowers in the day time? Where does it grow?
- Who was the first Poet Laureate of England?

For the SCHOOL JOURNAL.

## SELECTIONS FOR WRITTEN REPRODUCTION.

(Copyright, 1884).

BY EDWARD R. SHAW.

THE BOY AND THE STAR.

There was once a boy who used to wander all over the country by night, and he fell in love with a star. And he said: "Oh, you beautiful, small creature! come down and be my companion, and we will go through the world together, all these coming years."

But as he walked on, he saw a Will-o'-the-Wisp shining in the dark, and he said: "Oh, you wonderful creature! with your bright eyes and streaming hair, I have never seen anything so beautiful as you. Come, and we will go through the world together, all these coming years."

So they traveled on together. But in a little while the Will o'-the-Wisp began to flicker up and down, and finally flew over a hedge and disappeared, and he was left in the dark.

Then he looked up, and lo! above him there still shone the star, and it was as gracious and beautiful as ever. And he said: "Oh, you dear, small creature! will you forgive me for what I have done; and will you always look down on me as you do now? And I shall look up to you and love you."

WILLIAM BLACK.

THE little island of Santa Cruz, one of the West Indies, was noted, thirty-five years ago, for the abundance and richness of its tropical productions, the salubrity of its climate, and the wealth and prosperity of its inhabitants. It was also a favorite winter resort for those dwelling at the north, for ten or fifteen years later. But the vandalism of its inhabitants finally swept away its forests, and it has become a dry, arid, worthless desert,—so that of a thousand trees recently planted upon an estate, there has not one survived. Many of the old, wealthy creole families were reduced to poverty and the inhabitants to exile.

The same is true of the Island of Curacao, which met the same fate thirty years earlier. It had been a garden of fertility, abounding in beautiful villas and terraced gardens, all of which became a broad, arid waste, without trees or a blade of grass to protect its parched surface from the hot sun and devastating blasts.

Almost within sight of Curacao is the coast of the Spanish main, covered with the rankest vegetation, over which the burdened clouds shower down abundant blessings.

STANLEY, the explorer, has received 7 titles, 24 decorations, 95 resolutions of thanks, and 150 complimentary dinners. Let him pray for humility!



## FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

## THE POTATOES AND THE OLD MAN.

## WHY THE BOYS HELPED HIM.

Note:—This story has been especially written for use in the school-room. Let it be read and made the basis of questions and lessons. As a moral topic it may be made invaluable.

A DEAF old man, wearing shabby clothes and riding in a market wagon, was slowly toiling up a long hill with his load of potatoes, drawn by a poor bony horse. Near the foot of the hill stood the school-house, around which the boys were playing. As the old man passed one of them said:

"Let's go and raise the end board of that old man's wagon and let the potatoes drop out. Won't it be jolly to see him stare when he gets to the top of the hill and finds them gone?"

"All right," says one and another; "let's go."

These boys soon caught up with the wagon, quietly raised the end board, and the potatoes dropped rapidly out, and were scattered along the dusty road. The last bell rang and in a minute the scholars were sitting quietly in their seats. Delaying the opening exercise, the teacher said:

"As I came into the school-house, I saw an old man picking up potatoes from the dusty road. I want to tell you something about him. At the beginning of the Civil War he and his only son, a young man of twenty-three, enlisted in the army, and fought in many battles, until at Gettysburg he was dangerously wounded and his son killed. It was six months before he could leave the hospital to come home, and what he suffered in trying to live and get well cannot be told. Since that time he has had many aches and pains, and it has been very hard work for him to earn enough to support his wife and himself. He is very lame and has to move slowly; it will take him a long time to pick up his potatoes. People say that he never did a mean thing in his life, and he is the kindest man I know."

At this point one of the three boys raised his hand and said he would like to go out and help the old man pick up his potatoes. The two other boys quickly raised their hands, too, and offered to go. The teacher looked pleased, and gave them permission; then the school went on quietly with its afternoon work.

It was a hot day, early in September, very dry and dusty, and the sun poured down upon the three boys as they hurried up the hill to the old man who was leaning with one hand upon the wagon box to rest.

"Mister," said one of the boys, as he stepped bravely up, "we have done a mean thing and we are willing to say so. We lifted the end board of your wagon to let the potatoes drop out. Now if you will sit down in the shade of that tree, we will pick up all your potatoes for you." The old man laid his trembling hand upon the head of the boy, and, looking from one to the other, said: "Well! well! my dear boys, you have done a brave thing. Never be ashamed to tell the truth, or confess a fault. I will gladly sit down and rest, for I am very tired."

The boys then took the horse and wagon and spent a good hour of hard work in undoing a mischief that took them only a few minutes to plan and carry out.

When the boys returned to the school the teacher said nothing to them—everything went on as usual only there seemed to be an uncommon thoughtfulness and attention. The pupils had learned a life-long lesson. Its value consisted in the object-lesson of the three boys willingly doing what they could to repair the evil effect of a mean action.

## APPLICATION TO TEACHERS.

This incident affords a good lesson in school government. Had the teacher commenced by scolding the boys and commanding them to go and help the old man, they would have obeyed, but in a rebellious spirit. The school would have sympathized with them, and they would have been school heroes for weeks afterward. The "good joke" would have been a common topic of conversation through the entire neighborhood, and the way

would have been open for many more tricks of the same kind.

Had the teacher attempted to enforce the lesson after the boys returned, the effect of their action would have been dissipated. Silence, then, was an eloquent sermon. It is a great thing to know when not to talk. As it was, the teacher did just what was right. It is wisdom to know what to do at the proper time. The teacher had little chance for meditation, none for advice. He was obliged to act at once, and decidedly. The fault could not be overlooked. An hour's delay would have destroyed an opportunity for enforcing a lesson. It may be said the circumstances were peculiar—"the old soldier," "poor," "sick." All circumstances are peculiar. Had the man been young, on the alert, the incident would never have occurred. Had the boys attempted it, they would probably have received their punishment before they entered the school-room. Successful school government consists in turning circumstances to good account—in taking circumstances and making them help us.

## GOLDEN THOUGHTS.

Two of these selections may be placed upon the board each day, copied into note-books, and committed to memory by the pupils.

OBJECT.—Life is valueless without an object.

—A. LAYARD.

HEALTH.—A hale cobbler is better than a sick king.

—BICKERSTETH.

MIND.—The mind is the leader and director of mankind.

—SALLUST.

Health dwells in the forest, and is the child of air and exercise.

—COPWAY.

The mind grows narrow in proportion as the soul grows corrupt.

—ROUSSEAU.

INNOCENCE.—He's armed without that's innocent within.

—POPE.

He who has a noble object in view aims at a high mark and a glorious end.

—BRUYERE.

We must get beyond saying "I'm as good as you are," and feel toward everybody, "You are as good as I am."

How many bitter thoughts does the innocent man avoid. Serenity and cheerfulness are his portion.

—W. PALEY.

I must be measured by my soul—  
The mind's the standard of the man.

—WATTS.

Money is the most envied and the least enjoyed; health is the most enjoyed and the least envied.

—COLTON.

LABOR.—He who lives upon the fruit of his own labor escapes the contempt of haughty benefactors.

—SAADI.

Labor, though at first inflicted as a curse, seems to be the gentlest of all punishments, and is fruitful of a thousand blessings.

—JORTIN.

The heights by greatness reached and kept,

Were not attained by sudden flight;

But they, whose companions slept,

Were toiling upward in the night.

—LONGFELLOW.

Let no one flatter himself that he is innocent if he love to meditate upon anything which he would blush to avow before men, or fear to unveil before God.

—F. WAYLAND.

## NOTEWORTHY EVENTS AND FACTS.

## DOMESTIC.

The New Orleans Exposition was opened December 16, by Mr. Richardson, whose speech was telegraphed to Washington and the President by wire declared the Exposition opened.

The large Roman Catholic Orphan Asylum in Brooklyn containing over 200 children, was burned Dec. 18. Only 68 of the children are known to have escaped. The remains of twenty-two have been found in the ruins and twenty-two more are still missing.

The President in his message showed that our surplus income over expenses for the year ending June 30, 1884, was nearly \$36,000,000, and that the next year it will be nearly \$39,000,000. He recommends the abolition of all taxes except internal revenue, and he would have all internal revenue abolished except on distilled spirits.

## FOREIGN.

Prince Bismarck is receiving telegrams from every part of the German Empire expressing the painful feeling produced by the attitude of the Deputies in the Reichstag toward him. Profound veneration for and absolute confidence in the Chancellor, and declaring the readiness of all sections of the country to pay, for a series of years, the 20,000 marks required for the salary of an assistant. Some Germans in Paris have offered to pay the amount of an assistant's salary for Bismarck for fifteen years.

The navigation of the Nile is becoming more difficult, owing to the shifting of the sands. The boats have been delayed and one whole boat was capsized at the rapids. All the men on board, including two newspaper correspondents, were saved, but the baggage was lost.

General Lord Wolseley will comply to the concentration of his army at Korti in the first week in January, and will begin his march through the desert upon Shendi on January 7.

Further examination of London Bridge has revealed an irregular crack several inches long in a block of granite at the lower part of a buttress, at the place where the upheaval of water occurred. The crack will not, however, affect the solidity of the structure.

England, Germany, Holland and Italy are now in accord upon the proposition to neutralize the territory of the African International Association. An attempt upon the life of the Czar, was made upon the occasion of the recent fete of the Chevaliers of St. George. The rails on the Gatchina line, over which the Czar's train had to pass, were found loosened at a certain spot. The soldier on guard at the place where the train was expected to leave the rails was afterward found murdered. The delegates from Germany, France and Holland opposed any restriction of the liquor trade. It was agreed to put upon record a protocol to restrict as far as possible the liquor traffic in the Congo and Niger countries.

Italy has officially recognized the African International Association, and Holland will do so soon. France and Switzerland, however, still hold aloof from formal recognition of the Association.

A powerful Anglo-Dutch company has signed a contract for cutting 15,000,000 metres of the Canal on the Culebra section at a figure under eight francs per metre, the work to be finished within two years. A large force of European laborers has been ordered for the work. The dry season has had the effect of displacing sickness here, and work on the canal is advancing favorably.

## NEW YORK CITY.

TEACHERS' ASSOCIATION.—The Christmas Entertainment was given at Steinway Hall Saturday afternoon, December 30th. The audiences on these occasions, it need hardly be said, are large and enthusiastic. Saturday was no exception. The genial elocutionist, Mr. Charles Roberts, Jr., was cordially received; his selections were pleasing and effective. The musical portion of the program was rendered by the Dudley Buck quartet.

AMERICAN ART GALLERIES.—The exhibition just opened to the public is one of varied interest. It combines studies and sketches, the entire set of Elihu Vedder's Omar Khayyam illustrations, a number of George Wharton Edwards' paintings, and finished pictures by our best artists. Among this large representation of artistic talent, a person can spend many enjoyable hours, the surroundings adding very much to the comfort and pleasure of visitors. The sales of pictures already show the attention with which the new galleries are received by buyers.

KINDERGARTEN FESTIVAL.—The parents and friends of the children at Mrs. Kraus' Kindergarten, 7 East 23d Street, were present at a Christmas festival, Dec. 28d, and witnessed the games of the little ones: "Skating," "The Little Birds Hop in the Nest," "The Farmer," and "The Wind-mill," were played with zest, and then the work of the children for the past week, made into pretty and appropriate gifts, was presented to fathers and mothers by eager little hands. The spectators seemed to enjoy the affair as much as the children who took part.

EAST SIDE SCHOOL.—The annual Christmas festival was held at half-past one o'clock on Tuesday, Dec. 28d. The mothers and friends of the children were invited to be present, and the exercises passed off pleasantly. The schools under care of the Children's Aid Society are doing excellent work.

SYMPHONY SOCIETY.—The second concert on the evening of December 20th, at the Academy of Music, was a brilliant success. Mendelssohn's lovely Scotch Symphony opened the program. Frau Schroeder-Hansgott followed with an air from Spohr's "Faust"; later in the evening she sang so charmingly some songs by Schumann, Schubert, and Rubinstein, that she was recalled again and again. Not only in opera has this lady taken New York by storm, but also in concert singing. Mr. Carl Faellen, from Baltimore, played a Beethoven piano concerto with the same skill that distinguished his efforts last season at a symphony concert.

For the SCHOOL JOURNAL.

## OUTLINE WORK FOR MIND CLASS.

(See December 6.)

1. How many senses must be trained?
2. Is any one sense more important than the others?
3. Why must mind quickness be aimed at?
4. Has the habit of incorrect statement any effect in the mind? Why?
5. Why will the habit of making fragmentary statements affect in any way the thinking powers? How?
6. In making statements what is of first importance? What second? Why?
7. Explain subjective sight?
8. Can any training be purely objective?
9. Is there any inward world apart from the outward?
10. Can the study of books alone give quickness of mental perception?
11. How does sharpness of perception differ from quickness of perception?
12. Why can we look and not see? Hear and not hear?
13. Why do good eyes often not see? Good ears not hear?

I have carefully examined "Education by Doing," and can heartily praise it. It meets a long-felt want admirably. ANNA BUCKERLE, Supt., Potter Co.



## BOOK DEPARTMENT.

## NEW BOOKS.

MITCHELL'S NEW GENERAL ATLAS OF THE WORLD. Philadelphia: W. B. Bradley & Co.

We regard the atlas as a companion volume to the dictionary, and as of equal importance for ready reference. It is especially useful and necessary in the school-room. The geographies of the scholars contain, it is true, maps of the states and countries of the world, but in an atlas these are on such a very much larger scale that places of even small general importance can be indicated. This was shown very clearly recently in reading the account of the first battle of Bull Run, from the *November Century*. By referring to the atlas the positions and movements of the two armies were traced out, and the reasons why this defeat was such a blow to the North was readily seen. Mitchell's Atlas is a new edition—carefully brought down to date—of a well-known and standard atlas. It contains 97 quarto maps, which embrace 147 maps and plans of cities, and many valuable statistical tables; also a list of all the post-offices of the United States, and the census for 1880. The maps are carefully printed, and a careful examination shows them practically without error. An excellent feature of this edition is the large number of plans of cities. We think that it might be interesting to add plans of the principal foreign cities: London, Paris, Berlin, Rome, etc., to a future edition. Altogether, this atlas is a substantial and gratifying success.

Ogilvie's Handy Book of Useful Information. J. S. Ogilvie. New York: J. S. Ogilvie & Co. 25 cts.

This little book of 128 pages contains information of practical value; it contains statistical tables for every department of human effort. Among other things it simplifies the art of reckoning; shows at a glance the correct answer to business examples in all kinds of grain, stock, hay, oil, cotton, merchandise, interest, wages, measurement of lumber, logs, cisterns, tanks, granaries, wagon beds, corn cribs, cordwood, hay, lands, Carpenters', plasterers', Bricklayers' work, etc. It also teaches entirely new, easy and practical rules for rapid business calculations, and gives valuable political, historical, and biographical information. It is bound in handsome leatherette, flexible covers.

WENTWORTH AND HILL'S EXERCISE MANUALS No. III.—GEOMETRY. Boston: Ginn, Heath & Co. 80 cents.

The fact that the object of mathematical teaching is to cultivate the reasoning faculty instead of the memory, is often lost sight of in teaching geometry. Pupils are required to commit theorems, corollaries, and often entire demonstrations, to memory, instead of being trained to think. The design of this book is to train the reasoning faculty. For that purpose, a great many problems are given at the very first, beginning with easy ones and leading gradually to those more difficult. The exercises of each section are carefully graded, and may be used with any text-book on geometry.

THE MAN WONDERFUL IN THE HOUSE BEAUTIFUL. Chilion B. Allen, M.D., and Mary A. Allen, M.D. New York: Fowler & Wells Co.

The object of this manual is to present in allegorical form the main facts concerning the functions of the human body and brain. It is a good idea, carried out in an intelligent and pleasing manner. It is intended as a text-book to be used in schools, and in this capacity cannot fail to exert a decided influence for good. It devotes special attention to the effects of stimulants and narcotics on the human system.

RUTHERFORD. By Edgar Fawcett. New York: Funk & Wagnall. Price, 25 cents.

It is the fashion now among many of our American writers to depict fashionable life in our larger cities. This is popular with many readers, and by them 'Rutherford' will probably be enjoyed. Its value will, however, not be permanent, as it lacks force. The description of the shoddy rich is particularly well-drawn and effective.

THE WORLD WE LIVE IN. By Oswald Crawford. New York: G. P. Putnam's Sons. Price, 50 cents.

In bringing the reader into acquaintance with the characters in this volume, who are worldly, selfish and suspicious, without the contrast of goodness and nobility in some form, the author leaves an unwholesome impression. We are glad the world we live in is not the world Mr. Crawford pictures.

THE GEORGE MACDONALD CALENDAR. 1885. White, Stokes & Allen, New York.

A very pretty calendar for the New Year. The shape is a convenient one, and the selections, like all from Macdonald's writings, are helpful and beautiful. The

decoration of the card back is in red, blue, and gold, with a portrait of the English author prominent.

OVER THE SUMMER SEA.—By John Harrison and Margaret Compton. New York: Lovell & Co.

A novellette in verse. The scene is laid on board the steamship *Empress* sailing from New York for Liverpool.

PRINCIPLES OF GENERAL GRAMMAR. J. Roemer, LL.D. D. Appleton & Co., New York.

Written in a pleasing and forcible style, this book will be kindly received by all students who desire to investigate the generalities of grammar, and seek in the formation of ideas and in the operations of the mind the immutable laws which govern languages, and which constitute the science of grammar.

THE ANTIGONE OF SOPHOCLES. Martin L. D'Ooge. Ginn, Heath & Co., Boston.

From three to six volumes of standard Greek authors are published each year by the enterprising firm of G. H. & Co., under the supervision and with the co-operation of distinguished scholars in Greek. The above is one of them, and in all of its features commends itself to the enthusiastic student of Greek.

ELEMENTS OF ENGLISH SPEECH. Isaac Basset Choate. D. Appleton & Co., New York.

The object of this publication is to encourage students to study the English language critically in its forms and elements, and to suggest methods of investigation likely to prove useful in solving the many problems peculiar to English.

## MAGAZINES.

The December *Musical Record* is stuffed full with items of musical intelligence. In the music pages we notice a stirring march by Carl Faust, and a trio for female voices.

The *Musical World* (December) lightens its pages with a number of appropriate pictures. There are also six Christmas carols and four pieces of music.

*Babyhood* is the title of a new magazine, to be devoted to the interests of the infant. Marion Harland is one of the editors. We hope it will do much towards enlightening young mothers upon the best way to bring up their children. The first number seems earnest, and promises to exert a good influence in the line it strikes out to fill.

Mrs. Sarah Keables Hunt will contribute a story to the January *Treasure-Trove*. It is called "The Mission of the Flowers," and will be illustrated.

Readers of Shakespeare will be pleased to see the twelfth number of *Shakespeareana* (published in Philadelphia). It is full of matter relating to the works of the great dramatist.

Gounod's Christmas anthem beginning, "Cradled all lowly," will be found in the December *Musical Herald*, and also a Christmas hymn by W. F. Sherwin, and an organ voluntary. All three of these are excellent.

The *Christian at Work* issued a supplement at Thanksgiving called "Grandmother's Children and Young People," and another is promised for Christmas.

The December number of *Church's Musical Visitor* shows its holiday character on its cover, which is prettily designed, and printed in blue and brown. The music is all about Christmas; two carols, a quartet, "The Star of Bethlehem," by Geo. R. Root; and a reverie for the piano, to be played Christmas Eve.

With the December issue the *Foreign Eclectic* comes to the end of its existence.

For lovers of historical literature, the December number of the *Magazine of American History* presents the concluding paper on the "Unsuccessful Presidential Candidates," giving portraits of General Fremont, Stephen A. Douglas, John Breckenridge, General McClellan, Charles O'Connor, Horace Greeley, Samuel J. Tilden, and General Hancock. There is a description of "Zamba's Plot" in early New Orleans, by Charles Dimity, and other historical matter.

## NOTES.

Mrs. A. Elmore has written a story called "Billy's Mother," which J. S. Ogilvie & Co. publish.

Nearly 200,000 copies of Marion Harland's works have been sold. The author is at present living in Brooklyn.

Mr. Joseph R. Folsom, formerly of G. P. Putnam's Sons, has connected himself with the publishers of the *American Agriculturist*.

Poe's admirers are directed to *The Critic* for Nov. 15th, in which J. H. Morse has a careful study of the author of "The Raven."

The Arnold Birthday Book which D. Lothrop & Co.

publish, was prepared in this country by the son and daughter of the author of "The Light of Asia."

Mr. C. D. Weldon, one of the victors in the Prang Christmas Card Competition, has been at work illustrating "The Bunting Ball," which Funk & Wagnall publish.

Send to Lee & Shepard, Boston, for their pretty little catalogue of their golden floral books. The idea of setting our famous hymns in this manner originated with them.

Miss Irving, Washington Irving's niece, proposes to give the next graduating class at Princeton College a slip of ivy from one planted by the author himself, and brought by him from Abbotsford.

Messrs. Cassell & Co. have a set of character drawings from Dickens, by Barnard, reproduced by the beautiful and expensive photogravure process of Goupil & Co., Paris, and about being issued in a handsome folio.

"Around and About Old England," by C. L. Matheux, has proved so successful a book for children that the author has prepared a similar work, "Rambles Round London Town." Cassell & Co. will publish it.

The Artists' Library, which Cassell & Co. contemplate publishing, will reach an interested set of readers. This series will comprise hand-books on the history and application of Art, written by well-known foreign writers.

Young housekeepers, as well as the older ones, will be thankful to the author of "Anna Maria's Housekeeping," for her practical directions upon subjects that are ordinarily omitted in works of this kind. D. Lothrop & Co. publish it.

Mr. Edmund Gosse, who is to give six lectures in this country, is a rising poet and the art critic of the *Pull Mall Gazette*. He is short and slight, with a genial, frank face, dull light hair, and sharp eyes under spectacles. He has an excellent voice for speaking, free from English affectation.

Mr. Robert J. Burdette has ended his twelve years' connection with *The Burlington Hawkeye*, and will make his home permanently at Ardmore, Penn. He says he had no quarrel with *The Hawkeye*; "we still speak as we pass by; but *The Hawkeye* can't come down here to be edited, and I won't go to Burlington to edit it."

"Atala" was the result of Chateaubriand's visit to America in 1791, and was, as he has told us, "written in the desert, beneath the huts of the savages." It is a love story told in picturesque language, the scene laid in "the forest primeval," and the lovers an Indian brave and an Indian maiden. Three translations of it have appeared in this country, all of which have been popular, but Cassell & Co.'s edition, illustrated by Dore, is the most beautiful.

## BOOKS RECEIVED.

Stories for Young Children. By E. A. Tuzar, Boston: Ginn, Heath & Co.

Handy Classical and Mythological Dictionary. By H. C. Fulkner. New York: A. L. Burt. 50 cents.

French Conversation. By J. D. Gaillard. New York: D. Appleton & Co.

Elements of Geometry. By Eli T. Tappan, LL.D. New York: D. Appleton & Co.

History of France, do. of England, and do. of Germany. By Mrs. Helen W. Pierson. New York: George Routledge & Sons. Price of each \$1.00.

Episodes of My Second Life. By Antonio Gallenga. Philadelphia: J. B. Lippincott & Co. \$1.50.

A Penniless Girl. A Novel. By W. Heimbürg; translated by Mrs. A. L. Wester. Philadelphia: J. B. Lippincott & Co. \$1.35.

White Feathers. A Novel. By G. I. Cervus. Philadelphia: J. B. Lippincott & Co. \$1.00.

Katherine. A Novel. By Susa S. Vance. Philadelphia: J. B. Lippincott & Co. \$1.25.

Tompkins and Other Folks. By P. Deming. Boston: Houghton, Mifflin & Co. \$1.00.

True. By George Parsons Lathrop. New York: Funk & Wagnall. 25 cents.

John Adams. By John T. Mourse, Jr. Boston: Houghton, Mifflin & Co. \$1.25.

Kentucky. A Pioneer Commonwealth. By N. S. Shaler. Boston: Houghton Mifflin & Co.

Ralph Waldo Emerson. By Oliver Wendell Holmes. Boston: Houghton, Mifflin & Co. \$1.25.

Lady Clare. By Alfred Lord Tennyson. Philadelphia: Porter & Coates.

From Greenland's Icy Mountains. By Bishop Heber. Philadelphia: Porter & Coates.

Gems For Little Singers. By Elizabeth U. Emerson and Gertrude Swayne. Boston, New York, and Philadelphia: Dutton & Co. 30 cents.

Lamps and Paths. By Theodore T. Munger. Boston: Houghton, Mifflin & Co. \$1.00.

Little Arthur's History of France. New York: T. Y. Crowell & Co. \$1.00.

Prince Saroni's Wife and the Pearl-Shell Necklace. By Julian Hawthorne. New York: Funk & Wagnall. 15 cents.

The Book Lover. A guide to the best reading. By James Baldwin, Ph.D. Chicago: Jansen, McClurg & Co. \$1.25.

Representative British Orations. Compiled by Charles Kendall Adams. New York and London: G. P. Putnam's Sons. 3 vols. \$3.75.

Red-Letter Stories. Swiss Tales from the German of Madame Johanna Spyri. By Lucy Wheelock. Boston: D. Lothrop & Co.

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Practical Exercises for Primary Pupils.—The work under this heading has been more widely appreciated than anything else which has appeared. Continued in every number.

The Exercises in Standard Time, commenced in November will be continued. A Standard Time Map has appeared. These exercises are far ahead of anything of the kind previously published.

A Course of Lessons in Railroad Geography, commenced in January, will be continued for several months. Illustrated by maps and engravings. Something new, sensible, and practical.

A Course of Lessons in Practical Measurement, commenced in November number, will be continued for several months. Hundreds of exercises with answers are given. A high school teacher writes us that the lesson on "Lumber" is worth double the price of the paper.

Familiar Lessons in Science.—This is the title of an illustrated course of Lessons by a noted author. They will be continued for several months.

Test Exercises in Book-Keeping.—Teachers will find this series something entirely new, adapted to all grades of schools. Commenced in November. Don't fail to get the first.

Practical Business Arithmetic.—Lessons in Commercial Paper, Trade Discount, Marking Goods, Making Change, etc., have appeared. Begin with November number.

Lessons in Higher English.—A course of lessons in English for higher grades is commenced in December number. Infinitives and Participles are treated.

Literary and News Notes.—This is one of the most interesting departments of the SUPPLEMENT. No other paper gives a similar collection.

The Classic Authors.—A series of instructive lessons in classic literature, intended for English readers, is commenced in January.

Illustrated Stories for the School Room, depicting the old-time teachers and schools, form an interesting department of each number.

Each number of the Supplement contains, in addition to the practical, a portrait and biographical sketch of a great man, illustrated stories, sketches, literary articles, etc., amusing incidents, readings, recitations, Friday afternoon exercises, Saturday evening amusements, and numerous miscellaneous articles. The December or Christmas number is the handsomest educational paper ever published.

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Our New Arithmetic by over 200 Mathematical Masters in high schools, academies and colleges, and many public school teachers, will be ready on the second day of February. It will contain 3,000 new, original, practical examples, adapted to all grades of schools. A copy will be mailed free on the second day of February, 1885, to every subscriber. Send in your subscriptions before that day.

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## TREASURE-TROVE FOR YOUNG PEOPLE

### FOR DECEMBER.

This is a charming number of the young people's monthly. The full-page illustration, "The Night Before Christmas," introduces at once a holiday aspect, and is followed by Alfred Donnett's beautiful "Christmas Chant," and a story by the favorite contributor to the leading magazines—"Her Best Christmas," by Katharine McDowell Rice. "The Games We Played," by Calvin Maillard, tells in a pleasant way how to spend an evening. "Some Old Stories" gives Pandora and Perseus in a new dress. "The Story of Rembrandt," by Lucy Clarke, has a portrait of the "Prince of Etchers." Mrs. Elizabeth P. Allan contributes a story of school life, founded on fact; it is called "Who Did It?" A pretty story for young girls is "Susie's Ghost," by Wolslan Dixey, illustrated. Lizzie Bradley gives some helpful advice in "How I made my Christmas Gifts." A thrilling account of a boy's experience on the seas is told by Alice M. Kellogg, in "A Sailor's Story." The Scholars' Department contains a dialogue, recitation and declamation. The Little Ones will be charmed with their page and the beautiful illustration to the story, "Jessie's Lunch." Other good things are found in this number, including information upon a variety of subjects which every bright boy and girl should know about.

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Messrs. A. S. Barnes & Co. have placed teachers and school boards under fresh obligations by issuing a unique and model set of reading charts. Their advertisement on the first page will be read with interest.

The wall maps issued by the University Publishing Co. are an ornament to any school-room. More than that, they are necessary. The set consists of eight "dur-

able maps, and is furnished at a very low price. Their advertisement will be found on the first page. For further particulars, address the University Publishing Co., 19 Murray St., N. Y.

**THE BLOOD WOULD RUN.**—For five years I was a great sufferer from Catarrh. My nostrils were so sensitive I could not bear the least bit of dust; at times so bad the blood would run, and at night I could hardly breathe. After trying many things without benefit, I used Ely's Cream Balm. I am a living witness of its efficacy. PETER BRUCE, Farmer, Ithaca, N. Y. Easy to use, price 50 cents.

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ANSWERS said to have been written by Metropolitan School-Board pupils in answer to questions put to them by government inspectors:

"Who was Moses?"—"He was an Egyptian. He lived in a hark maid of bullrushers, and he kept a golden calf and worshipped brazen snakes and he got nothing but whales and manner for forty years. He was korb by the air of his head while ridin under a bow of a tree and he was killed by his son Abelon as he was hanging from the bow. His end was peace."

"What do you know of the patriarch Abraham?"—"He was the father of Lot and had two wives. Wun was called Hismale and tother Haygur. He kep wun at home and he hurried tother into the desert where she became a pillow of salt in the daytime and a pillow of fire at nite."

"Write an account of the Good Samaritan."—"A certing man went down from jerslam to jerriker and he feld among the thawns and the thawns sprung up and choaked them; wareupon he gave tuppins to the hoast and said tak care on him and put him on his hone hass. And he past bye on the hother side."

**THE GREENLY EXPEDITION.**—The principal scientific facts discovered are the following:

1. The North Pole lies due north of New York. It was not discovered, but its general direction was pretty well established.
2. That the North Pole lies in the Arctic regions.
3. That it is an almighty cold neighborhood.
4. That nearly all the animals there wear sealskin jackets the year round.
5. That chief signal officers are somewhat unreliable caterers.
6. That when men cannot get food they starve to death.
7. That extreme cold produces frostbite.
8. That the getting back is the chief fun and difficulty of the expedition.—Life.

**THE HALF WAS NEVER TOLD** of the wonderful powers and virtues of that best of all medicines, Kidney Wort. It has been tried and proved. Its cures are numberless and the record of (supposed) incurable cases that have yielded to its influence, is astounding. If you have trouble with your Kidneys, Liver, or Bowels, if you suffer from Constipation and Piles, if you are a victim of Rheumatism or Malaria, take Kidney Wort. You will find it the remedy you need.

**A FRENCHMAN'S STORY.**—A French gentleman used to relate the following story: "It ees twenty years," said he, "since I came over, and was in New York; and I got up one night in ze upper part cite ('twas mos' in ze contree) to see a frande. Ah! ou! W'en I come by ze door yard, I see som'sing—I know what he ees, but I slought he was leetil rabet; but he was tame. I got up s-of-ly to hem, an' I say, 'Ah, ah! I 'av gots you!' So I strike him big strike by my ombrel on ze top of his necke. Ah, ah! suppos' what he do, eh? Bah!! He strike me back in ze face wiz his—Damn! I can not tell! It was awful! DREADFUL! He s-m-e-l-l so you cannot touch him—and ze zme! I s'trow myself in ze pond up to my necks; but it makes no use; I sm-e-l-l seaz weeks! I not like to go in ze room wiz my frande. I dig big hole, to put my clothes in ze ground; it not cure zem. I dig zem up; it is the sa-a-me. I put zem back—and dey sm-e-l-l one year; till zey rot in ze ground. It ees fact. He was a d-d skunk!"

**HE WAS A MIND-READER.**—Young Lawyer—(to witness in court)—"What is your occupation, Mr. Brown?"

Mr. Brown—"I am a professional mind-reader."

Young Lawyer—"A mind-reader? Explain what you mean by that term."

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Young Lawyer—"Ah! Indeed! Let's see if you can tell what I am thinking of. Please read my mind if you can, Mr. Brown."

Brown—"Thank you. I never read a legal blank. I'm a mind-reader."—Paris Beacon.

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### CONTENTS.

The Story of a King.—R	9 What Boys are Wanted.	85
The Writing Club.—Dia	11 —Rec.	85
Death and Immortal-ty.—Declaration.	Fun.—Dec.	86
Clear as Mud.—Dia.	15 For Memorizing.—P. C.	87
The Song of the Little Builders.—Recitation	16 "Real Hard Study."	88
A Great Inheritance.—Declaration.	18 The Model American Girl.—Re.	91
For Memorizing.—Pri-mary Class.	19 Being a Boy.—Dec.	91
The Little Grave.—Re-citation.	20 Confusion Club.—Dia.	93
23 Advice to a Young Man.—No. II.—Rec.	20 Ho! Reapers of Life's Harvest.—Rec.	95
24 Modern Life.—Dia.	24 Advice to a Young Man.—No. I.—Decla-mation.	96
24 Our Country and Our Home.—Rec.	37 Work or Spoil.—Dec.	101
37 For Memorizing.—Pri-mary Class.	37 For Memorizing.—Pri-mary Class.	102
39 Advice to a Young Man.—No. I.—Decla-mation.	39 Advice to a Young Man.—No. I.—Decla-mation.	108
40 The Light House.—Rec.	40 The Light House.—Rec.	109
40 The Mind and Its Cre-ations.—Dec.	43 Hands.—Rec.	110
43 Hands.—Rec.	44 Showing Off.—Dia.	112
44 Showing Off.—Dia.	50 When I'm a Man.—Do.	118
50 When I'm a Man.—Do.	52 How to Make Love.—D.	119
52 How to Make Love.—D.	52 A Colored Witness.—Dia.	125
52 A Colored Witness.—Dia.	54 Enslavement.—Do.	128
54 Enslavement.—Do.	57 Work Conquers.—Do.	128
57 Work Conquers.—Do.	57 For Memorizing.—Pri-mary Class.	134
57 For Memorizing.—Pri-mary Class.	58 Advice to Girls.—Dec.	135
58 Advice to Girls.—Dec.	62 Johnny's Pocket.—Rec.	137
62 Johnny's Pocket.—Rec.	62 Make Friends.—Dec.	138
62 Make Friends.—Dec.	63 Making a Living.—D.	139
63 Making a Living.—D.	63 Learn to Say No.—Dec.	141
63 Learn to Say No.—Dec.	63 The Old School House.—Rec.	142
63 The Old School House.—Rec.	68 Two Ways of Looking at It.—Dia.	144
68 Two Ways of Looking at It.—Dia.	81 Pride of Ancestry.—Rec.	147
81 Pride of Ancestry.—Rec.	81 A Boy's Complaint.—D.	148
81 A Boy's Complaint.—D.	82 Subject for Essay.—Dia.	150
82 Subject for Essay.—Dia.	84 The True Girl.—Dec.	152

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101

ec. 102

103

ec. 109

110

112

113

Do. 119

D. 122

123

125

Do. 128

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ec. 133

ec. 137

138

Ola. 139

ec. 141

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